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The business department of THE JOURNAL is on another page.

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What are the Obstacles?

The publishers of text-books for schools come into close contact with the teacher, and they measure his intellectual and moral proportions as the tailor does those that express the physical man. This is done by agents who travel from city to city, but much is learned from letters and personal visits; the meetings of teachers reveal many things also. It is interesting to listen to the remarks of publishers who have been a good while in the field, and while the teacher might, if he were concealed behind a portiere, hear many things not complimentary, he would see himself as he is seen, and that is always valuable. An observant member of the publishing craft was in a communicative mood the other day. To the statement that teaching had improved greatly, he said:

"I should say it had; perhaps not teaching, so much as teachers. I was ten years traveling over the country; my district was an extensive one, being New York, New Jersey, Pennsylvania, and Ohio. I met many queer specimens, a good deal like Washington Irving's model, the celebrated Ichabod Crane. These were in the country school-houses. I remember one teacher I called on just before noon; when school was dismissed, he asked me to go home with him and get "a snack." We walked a quarter of a mile and came to a small house; the first thing he did was to feed four or five squealing pigs; then we went in to eat some cold pork and potatoes, the table standing up against the wall. He told me he worked the farm in the summer and taught school in the winter. He wrote me a letter in a few days which began: "i shall wont 12 more riting books."

"My candid opinion was, that not one half of the teachers were fit to teach, and I wondered the public money was wasted on them. In the cities and towns of course there were better men, but many of these would have been failures at anything else besides teaching. In those days, spelling was the great thing in the schools; again and again I have seen the boys and girls get up in a long row to spell, so as to show me how proficient they were. I don't suppose they knew the meaning of one quarter of the words they used. But that was the genius of the times.

"Then there succeeded the grammar craze, and I have even heard First Reader children saying, 'A noun is the name of a person, place, or thing.' Then I at-

tended schools where they sung geography. Yes, I have seen a lot of nonsense being done in the schools. I went into one school where a boy was standing under the teacher's desk; his body was, of course, bent at right angles to his legs; another boy was sitting between two girls; another was in a closet, and was crying loudly. Yes, I have seen a great deal of barbarity.

"As to present times, the great improvement is in the class of men and women who become teachers; once, the poorest stuff was made into teachers; now we meet with persons who would do credit to any situation. I well remember when Mr. Kellogg came into our office and said his object was to reform the teaching then being practiced. We said, after he went out, that he had a hard job before him, but I think we conceded that was the thing to do, and he was the man to do it. In those days, Henry Kiddle was the city superintendent of schools here, and he often came in; when he was told of the determination of the editor, he declared that was the needful thing, and he believed it would be accomplished if proper support was given. But it was a good while before *The Journal* began to be felt right here. The reform began in various spots; in Quincy, with Parker, in Aurora, Ill., with Powell, in Cleveland, with Rickoff, as I remember.

"It may seem incredible, but the ones who have most opposed progress have been the teachers themselves. Of all things, the teacher is afraid of an examination; if a law is proposed demanding higher qualifications, they oppose it, tooth and nail. They dislike to be put to the trouble of learning more than they now know. They aim to get a place by influence, and hold it by influence, rather than by study and improvement.

"The meetings they hold show their weakness very clearly; over and over the subjects of reading, writing, arithmetic, and spelling are discussed, and I don't think they teach them very well now. I was at one meeting, and told them plainly I thought a child should learn to read in a quarter of the time then spent, and they were quite put out; but they know now I was right. The great lack once was that of men and women who would study the subject of education. They did not use to care about an educational paper. But things have changed very much. Our agents say they find few of the leading men without *The School Journal*; once they did not care what was being done in other towns and cities, nor about the new books and ideas; but they are now fast coming into line with the doctors, lawyers, and preachers; still there is a great deal to be done yet. I candidly believe that the salaries of the rank and file would be doubled if they doubled their qualifications. If Supt. Skinner would have a law that none but holders of state diplomas should teach after 1905, wages would have to rise."

A Professional Abuse.

By J. W. Abernethy, Berkeley Institute.

At the recent dinner of the Aldine Club in honor of Edward Everett Hale, Bishop Potter said of the distinguished guest: "The quality of leadership has always exhibited itself in him." Every one recognizes the truth of this remark, and rejoices in it. It is so much the more to be regretted that such a leader should ever be found betraying his followers into wrong paths by inadvertent advice. In an article on "The Choice of an Occupation," in one of the popular monthlies, Dr. Hale said to young men just graduated from college: "If a man be really fond of children, if he be quite sure of his own temper and that he can keep it in control, let him try, for a year or two perhaps, not more, the profession of a schoolmaster." Then follow reasons for so doing—that it affords the "best opportunity to study human nature," that it "gives quickness and versatility," and others. "All these are good reasons why one should take two or three years of school-keeping as a piece of education for life."

The significance of these words lies not in the novelty of the advice, but in the sanction of authority they give to a common abuse. They represent a good-naturedly contemptuous attitude of mind toward the occupation of the teacher that was formerly, in Dr. Hale's younger days, regarded as quite proper and necessary, and that still constitutes the basis of one of the most vicious practices associated with our profession. Teaching has long been used as a stepping-stone to the other professions, and college graduates do not need to be urged to make a temporary trial of it as a convenient means for paying up undergraduate debts, or for meeting the current expenses of a course in law or medicine, or for relief from the immediate responsibility of deciding upon a profession for life. It is assumed that a young man who for the first time faces life seriously at graduation and finds himself unprepared to enter upon any distinct line of work is quite justified in working off his juvenility in the school-room, where the mental welfare of scores of bright children must be sacrificed to his selfish ends. This preposterous assumption that he is fitted to teach while he is fitted for nothing else, rests upon the time-honored tendency to regard teaching as an inferior profession for which anybody is prepared who has been associated with books; in other words, no profession at all.

This form of imposture has become so common as to be generally regarded as a perfectly legitimate proceeding, while in any other profession the same sort of imposture would be regarded as an offense against the public interest and the cause of good morals. It ought to be as disreputable to engage in teaching without honest purpose and adequate preparation as to engage in preaching or the practice of medicine for two or three years, for the sake of the money and the "experience" to be gained; but it is not, and the more is the pity. The injury inflicted upon educational work by the employment of this educated incompetency—instruction with knowledge and without soul—is, of course, inestimable, and the effect upon the pro-

fession is to invite disparagement and maintain its disrepute.

Just at present there is an increasing inclination to employ college graduates as grammar and secondary teachers. The movement originated in the commendable desire to broaden the culture basis of teaching, but it is a dangerous proceeding, for it places a premium upon a college diploma, which in itself may represent little or nothing that is needful for success in teaching. A college degree is likely to bear a weight of prestige quite unwarranted by the results achieved by undisciplined degree-holders as teachers. A college course should certainly be demanded of every one who seriously enters the profession, but it should be regarded merely as a general foundation, not as a special preparation, for teaching. We have long had the normal school graduate with "methods" and without knowledge; now we have the college graduate, with knowledge and without method; and the inefficiency of the one is about as great as that of the other. But the college graduate has indisputably the advantage if he possesses the one indispensable qualification of the true teacher, the quality of sincerity.

Teaching, it may as well be acknowledged, is not an attractive profession in a country where professional success is seldom measured by any standard other than the money standard. It is a profession of low emoluments and limited dignities; its highways are everywhere lighted by the "lamp of sacrifice," and its byways are trodden by the feet of many martyrs. But martyrdom has its reward. The true teacher, however, does not need even this consolation; he is as much a "dedicated spirit" as Wordsworth was; he is a teacher by compulsion of the best elements of his nature. Three virtues must contribute to the making of good teaching, love, devotion, and enthusiasm; love that leads one to choose the work freely and seriously; devotion that holds one faithful to the interests of one's pupils, to the aims of one's institution, to one's highest ideals of success; and enthusiasm that enables one to pour out knowledge hot for the molding of young minds. Any dry-as-dust may possess knowledge, only the enthusiast can impart it with power. The teacher cannot inspire pupils who is not himself inspired. The teaching spirit is more important than knowledge, for knowledge without the spirit to quicken it into life with true impulses will produce little or no fruit.

Such being some of the fundamental elements of good teaching it is pretty certain that good teaching will be obtained, not as a rule, but as an exception, if at all, from the inexperienced college graduate who has neither taste, desire, nor aptitude for the work, and who makes of his position a mere stalking horse with which to obtain a more desirable position. The work into which neither heart nor conscience enters must be poor work; insincerity is as emphatically a disqualification as incompetency. The widely extended presence of sham and charlatanry in our profession is one of the chief reasons for its lack of dignity, respect, and authority. If the profession is to establish and maintain these qualities, if it is to possess any status that can worthily be called professional the conditions of admittance must be made as diffi-

cult and serious as the entrance conditions that obtain in other professions. There is no better reason for committing the care of a child's mind to an undisciplined and unscrupulous teacher than for committing the care of his body to a physician without reputation and experience; yet so generally is this indiscretion practiced and permitted that educational service has come to be regarded as the least worthy and least valuable of the professional services rendered to an individual or a community.

For this condition the profession itself, it must be confessed, is largely responsible. We need a more strenuous, self-assertive professional pride, and a more vigorous and better organized maintenance of professional standards and principles.

Suggestions From a Trustee.

By Dan S. Giffin.

Of all the offices that Americans are called upon to fill there are none of the minor ones of more importance than the school trustee. It is one of those that does not furnish pecuniary remuneration to the holder. For some reason the idea of paying a man for looking after the interest of our schools as a trustee has not entered the minds of people generally. The result is, that in many districts it is difficult to find men who are willing to take the care and responsibility of the school. It is in fact often regarded as a thankless office, and in some respects it is such. But when we look from a higher standpoint, and see the good that may be accomplished by having a good school in a community, it is some incentive for a person to take a school in charge and do the best he can with the means at his disposal, not for himself, but for the good that this enables him to do for others. But the question arises—why should any person be required to do this great good for others without compensation? We do not expect men to preach, lecture, or teach us, without compensation for their services. Neither do we expect the doctor to heal us when we are sick, simply for the good we will receive by being made well. By what process of reasoning a man should be expected to give his time and ability to the school, for nothing except the good it may do to others, when so many kinds of work of a similar nature are regularly paid for, is beyond my understanding.

Still the law compels one to serve, who has been elected trustee, and if he refuses he is subject to a fine. Is it not a fact, that the system requiring people to perform this kind of service for nothing, frequently gives us a service commensurate with the pay?

We have known of more than one trustee who could not write his own name. We have known of many who had no conception of a method of teaching, or the qualifications of a teacher, other than that he or she is the son or daughter of some friend or neighbor who has rendered him a favor, or to whom he is under obligations.

Would it not be better to fix the compensation of the trustee for his services and require of him that the proper services shall be rendered? Is it any more mercenary for a trustee to receive pay for his

services than for the public servant in other vocations, the collector, or clerk of a Union free school, for instance?

We think not. Therefore we would recommend that the trustee be allowed a proper compensation for his services to be paid by the district receiving the same.

The next thing after the foregoing has been regulated, is to give the trustee authority to supply himself with the necessary means to keep himself posted in school matters, and what is being done throughout the world by educators to advance the schools and education generally. One of these means is, an educational journal devoted exclusively to subjects pertaining to schools. I would give the trustee authority to subscribe for such a journal and charge the cost, therefore, to his district, the same as he now does, for the ordinary supplies procured by him. To avoid extravagance in this, the district might have power to limit the number of journals taken, but the trustee should have the power to supply himself with at least one, such as he may select. Such a course would give us a class of officers who have some knowledge of the duties of their office. In case a district is so unfortunate as not to have a competent person within their boundaries, they should have the power to select such a one, by vote, outside their own district.

Greater supervision and more of it, is what we need, and when we get it we should pay for it.

The foregoing are mere suggestions which need not be followed strictly. The great object to be obtained ultimately, is a greater supervision of the schools under the personal direction of a competent person.

Correspondence-Study.

By Lindsay Todd Damon, University of Chicago.

Among the many educational movements of the nineteenth century, none has been more prominent than the system of University Extension. The cause is not far to seek. The movement fell in with the leveling tendencies of the day. It aimed to give to the many the advantages of the few, and its bold hopefulness attracted. For those who, actuated by a real desire for knowledge, and that side issue of knowledge loosely called "culture," were yet unable to attain this end through the leisurely, gentle-paced life of a university-student, it aimed to supply at a moderate cost, some measure of that university training, some modicum of the broadening, deepening, and vitalizing influence which can be drunk to the full only by those within the "shady cloister mewed." All this it hoped to do, and to do thoroughly. Small wonder that it appealed to the generous-minded of all professions, in a way that a more moderate theory could not, and less wonder that, whether it has succeeded or not in its vast aim, no teacher can yet enter its confines without a wholesome sense of his own inadequacy, and an equally wholesome, but an ever romantic feeling of pleasure in the democracy of his task.

The danger of sentimentality in our estimate of such an effort is indeed great. It would be the most natural thing in the world to go wandering off into incoherent vagaries about the brotherhood of man, and, in our admiration of the very vastness of the effort, to lose our sense of fitness, of the strenuousness needed to make any attempt at teaching firm, compact, and right-minded. Nothing more natural than that, in viewing the movement as a whole, in fasten-

ing our attention on its upward stride, those who are concerned in it should forget the means in the end. But fortunately cynicism and sourness are not dead yet, and the critics of the movement watch the optimism of its promoters with an ever-eager, and ever-valuable pessimism. On its over-boldness they rightly animadvert. They point out assiduously that personal contact is the most effective sort of teaching, that the singleness of purpose necessary to give study direction and effectiveness, is only half-possible to workmen and teachers whose chief business is, after all, earning a living from day to day. They insist, in short, that no non-resident work can ever equal resident work, and that, if we would not cheapen our degrees, the presence of the student in the university for a longer or a shorter time, is indispensable.

THE BEST FORM OF NON-RESIDENT UNIVERSITY WORK.

As a result, the movement has limited itself wisely. No student can, in any university of which I know, attain any degree by entirely non-resident work. He can, however, do as much as he likes in the university extension work, and a certain credit will be given him for it. He can do all this in conjunction with his daily occupation, and can in many cases, find a time when he can put in the required period of residence, and attain the degree, which, meaningless in itself, still represents, commercially and actually, a certain work done and a certain proficiency attained. And whether the number of students who have actually so completed the college course, and become full-fledged B. A's. is at present large or small, seems to me of little moment. The intellectual advance is for every student something, and the possibilities are wide enough for great hopes.

This non-resident work may be done in any one of three ways: by attendance on "lecture-study" courses, by work in "class-study" courses, and by work in "correspondence-courses." The first two methods are beyond the scope of this article, and are indeed so well-known as to need little definition. But to each of them there are certain objections. For a lecturer, or a teacher, talking to an audience already tired by a day's work, the temptation to be merely interesting is great, and ever-present. Only in proportion as this really humane instinct is conquered does the work become effective. Moreover the geographical limitations are obvious. The university cannot well send its teachers more than forty or fifty miles from its doors, and must do most of its class-work within a radius of twenty-five miles. Hence, in my opinion, the most important of the three methods is the third and youngest, the so-called correspondence-study.

Correspondence-study is by no means a new thing. As the lecture-study division may be said to be a revivification of the old lyceum to which the last generation of Americans owed so much, so correspondence-study may be regarded as an adaptation of the schemes used by many home-study clubs in general, and by the Chautauqua movement in particular. The differences are largely those of centralization, and of the addition of the very substantial service of the name of this or that university. This last gain seems to me to be very considerable, and to be a gain both for the student and the university. The one acquires the shelter of the name of a known seat of intellectual activity, and the other extends its influence widely.

THE WORKING OF THE CORRESPONDENCE SYSTEM.

The minutiae of the system are much simpler than might at first sight be supposed. "How," the uninitiated naturally asks, "is the teacher able to give the student who dwells afar the needed directions? How is he able, without killing himself, to give any considerable number of students even a respectable amount of criticism and advice?" In answering these questions, I shall limit myself to the work done by the

university of Chicago, the only college or university in America doing this work of which I have personal knowledge. This university offers correspondence-courses in eighteen departments, as widely different as Assyrian and elementary rhetoric. It has actually over one hundred courses in progress continually. Its students have at times papers from places as far apart as South Dakota and Ireland, and men whose work in Assyrian has been largely done by correspondence with Dr. Harper, owe to the work so done, positions in Irish institutions. That the teaching is often both scholarly and adequate, this fact alone would go far to prove.

The first step taken by the teacher is the preparation of a set of lesson-papers, a sort of map of the course. These papers are reproduced by some re-duplicating process, and forwarded to the pupils. In the first paper the teacher aims to set forth the aims and methods of the course, to give precise directions for work, and to indicate the proper reference books. The following example, chosen simply because it is briefer than most of the introductory lessons, will perhaps indicate the general nature of all lesson-papers. It will be noted that it is necessarily in a sort of shorthand style:

The University of Chicago.
University Extension Division.
Correspondence Department.
Rhetoric and English Composition.

GENERAL DIRECTIONS.

Rhetoric is an art, not a science. The formal study of the subject from a text-book is not an end in itself but a means to an end—the acquirement of a correct and effective style in writing and speaking. The rules and principles of the books are worse than useless, unless they are made to bear directly on the accomplishment of this object. Therefore the work of this course will be divided into two parts: first (and of minor importance) the study of the book and the preparation of exercises based thereon, second, the writing of themes which shall put into practice the principles as they are mastered. To secure regularity and uniformity of work, the pupil should endeavor to write one theme every week forwarding it to the instructor with the recitation paper of that week. The theme will be criticised, corrected, and returned. It should be re-written when necessary, and both copies mailed to the instructor. Follow carefully the minute directions for writing themes given in the back of the text-book.

BOOKS.

Carpenter's "Exercises in Rhetoric and English Composition, Advanced Course," Boston, W. Small & Co., is the text-book required. All references are to this work unless it is otherwise stated.

Excellent books of reference in connection with the text-book are: Hill's "Principles of Rhetoric," and "Foundations of Rhetoric," Harpers, New York. Wendell's "English Composition," Scribners. Genung's "Outlines of Rhetoric," Ginn & Co., Boston. Strang's "Exercises in English," D. C. Heath & Co., Boston. Hodgson's "Errors in the Use of English," D. Appleton & Co.

LESSONS I. and II.

Study Carpenter's Rhetoric, Chapter I. Write out Exercise I. Section A, paragraphs 1 and 3.

THEME I.

Write in two pages an account of your school life hitherto, with special attention to your training in English.

Each lesson, then, consists of definite directions for reading and study, and the preparation of a report which the pupil forwards to the instructor. These papers the instructor criticizes page by page, and returns to the pupil. And if, as in any well-arranged course, the directions are definite and the criticism careful, the student cannot fail to make some intellectual advance.

RESULTS OF THE SYSTEM.

What that advance is, can only be determined by the zeal and intelligence of both student and teacher. No one who knows the work thoroughly will, I think, claim for very much of it an equal standing with the work done in residence. But it is evident that in those subjects in which the acquirement of information is the main point, very palpable results may be attained. And from my own short experience in teaching Eng-

lish composition in this way, I am prepared to assert for it a fair degree of effectiveness. In a second class of study, then, in which the effort of the pupil constitutes the life of the course, I see no reason why this work should not be accorded respectful recognition.

The results will obviously depend almost solely on the mental caliber and interest of the student. But in those lie the strength of the movement. Certainly no one who is not willing to work hard, and to take the hard knocks of criticism will undertake such tasks. Most of the correspondence students are persons past the first blush of youth, men and women who hope to make a direct and practical use of what they learn. That aim would perhaps make them only loosely coherent with the student-body of a university, which rightly lays its chief emphasis on "knowledge for knowledge's own sake." But such an aim is quite appropriate in University Extension work. And this aim the students reinforce by an enthusiasm, a willingness to undergo sacrifice for advancement that is both touching and refreshing. I have, for instance, in one of my courses, a paralyzed woman, who writes from her couch, long, arduously prepared papers. Another student, a printer on a Western newspaper, works his night shift, sleeps part of the day, and then before he goes to work again, prepares his daily stint of rhetoric. A third is a writer of short stories who feels the need of minuter training in the details of writing. And so on. It would, I think, be trivial and short-sighted to say that such ardor and such people, desultory as their work must be, are not likely to accomplish tangible things. Certain it is that students of this sort are boons to the teacher who in that same leisurely-paced university life must too often combat carelessness and lack of interest. Equally certain is it, if I may judge from what I have seen, that the advance of the pupil is usually obvious, and though slow, fairly steady.

I remarked that the correspondence-study method seemed to me more important than the lecture-study, or the class-study methods. The reason for this fact—if fact it be—will now be more clearly seen. To both of the last named courses, the pupil comes at a set time, whether he be tired or fresh. To the work of the correspondence-study he may address himself at the time which best suits him. He is not compelled to doze away the hour of instruction for which he pays so dearly, at a time when the day's job has left him absolutely devitalized. He sends in his work when he pleases. He is not lumped with the rest of a class, and it seems to me that he must, while to be sure losing all personal contact with the teacher, get more individual attention than is possible when a teacher meets a class of from ten to forty for two hours a week. The greater adaptability of the correspondence work is there evident. It is also evident in the fact that the student begins and ends it just when he chooses. And in this greater flexibility lies the great hope of the system.

CONCLUSION.

For all these speculations I must be held responsible. I should be sorry if any shade of censure came to the university with which I am connected because of this paper. It may be futile, and perhaps I have only discovered another mare's nest. But what I have said I believe. Guarded by proper restrictions, University Extension in general, and correspondence-work in particular, seem to me to be very promising fields of activity. We must not look for speedy results. We must be content to justify the work slowly and imperceptibly. The vastness of its aims the world must view with a certain amount of suspicion, and we, who are concerned in the movement, must receive adverse criticism with a thankful spirit. Still, however weak and uncertain are the steps of advance at present, I feel inclined to justify this daring movement by its generosity.

Use of the Stereopticon in Teaching.

By Homer C. Bristol, Brooklyn.

"If you are going among the pedagogists," said an eminent teacher, "take your common sense along." Teaching, under current conditions, certainly requires intelligent, good judgment. We have found that the mind is more than the memory, and so have cut method loose from the old memoriter moorings. It is clear that growth, power, and skill, quite as much as information, are the mental products toward which school subjects and processes should consistently tend. Our masters, the public, entertain about three types of opinion upon the teaching of the day: the indefinite notion that present instruction is inscrutably different, and presumably better, than that of forty years ago; the zealous advocacy of an often imperfectly understood new education; and the dogmatic condemnation of all new-fangled school fads. Meanwhile, a troop of new subjects have crowded into the school-room, and more are knocking at the door.

Under such conditions, why take a stereopticon to school? Will it not make confusion worse confounded? Can time be found for its use? The reply is, that our relief must come from ways that arouse interest, make things taught readily remembered, emphasize broad relations, and lend unity and life to whole fields of knowledge. That such a service may be had from the stereopticon will be made clear.

For the sake of practical helpfulness, we descend to a few details. The instrument may be manipulated without great skill. It is easy to focus it; the illuminants are not hard to control; any one can put the slides in and take them out; a wall, or other surface approximately smooth and white, will display the projected pictures. Various home-made slides can be used. Writing or drawing upon ground glass, done with a common lead-pencil, shows well. An effective view is made by tracing a copy of a printed picture, with pen and ink, upon transparent gelatine film. Teachers of history can profitably use this form of illustrating. Again, the amateur photographer is never very far away. His print upon sensitized glass, instead of sensitized paper, makes a view. The gelatine copies and the photograph on glass should be protected by plain glass, after the manner of regular manufactured slides.

The regular lantern slides may be used almost without limit. A city can buy a thousand views at the price of the same number of intermediate geographies. The slides will, however, be practically intact when the books are worn out. For educational service, then, the slides are not so expensive as books.

The educative value of pictures is not open to question. There has been one mind about it ever since the droll drawings of Comenius in his *Orbis Pictus*. Pictures are an indispensable primary furnishing. Publishing houses and school journals cater to this demand. Illustrations in school books are becoming more excellent and more profuse. Some textbooks, in American History, for instance, are remarkable for their illustrations, quite as much as for their texts.

If pictures are worth using, and they are, as a vehicle of instruction, what others can compare in value with the large and beautiful views of a stereopticon? A small picture is, at best, a diminutive objective representation. But imagination will sometimes carry the beholder into the very scene and action of the large stereopticon view. The figures are life size, the mountains seem real enough to climb, or the seas to sail.

And how are such pictures educative? Their fascination partly consists in their fidelity to life. It is life that thrills us with interest. Upon nothing else are we so intent. They have, too, a charm from imagination. A picture often pleases us more than the thing portrayed. No sight of horses upon a highway can capture your heart like Rosa Bonheur's "Horse Fair." For, in addition to the horses, strikingly beautiful as they are, there is present also the wonder and mystery of human genius revealing itself in surpassing art. Thus, there is a witchery about pictures, a hum of poetry not put in phrases. And this, beyond doubt, is both instructive and refining. It reaches the cognitions and the feelings. Memory will need no grinding drill in order to keep in hand such sights and

associations. They not only tarry with the mind, but also grow into its very quality and power.

Instruction, it should go without saying, has its own distinctive use of the stereopticon. Commonly the instrument is in the hands of a showman. Admission fees and entertainment are the first consideration. There must be a popular success. Entertainment may be instructive, and instruction may be entertaining; but neither one nor the other is a legitimate school purpose. We would rather make instruction more instructive; we would render interest permanent, as absorbing habit; as is the case in all successful pursuit of knowledge, or other achievement; and to this end we would employ the projection of pictures.

The laws that govern all teaching should control the use of the stereopticon in the hands of the teacher. Let no one make it a hobby. The taught, if not the teacher, will soon tire of excessive and inopportune use. Even the cheap effect of entertainment will soon fade out.

It should be used only when it enforces with special emphasis the valuable elements of the instruction given.

It is an accepted dictate of reason that the teacher should prepare the minds of the pupils for the increment of knowledge proposed in a new lesson. When this is given by a lantern picture, the class should be carefully made ready for the new impression. It should be vivid; should be suitably stated and re-stated; it should be related to the stock of similar things known before; thus grafted upon the old growth, the whole should be seen both together and in its relation to the child's previous experience. This picture presentation should be handled with the same system and intent as any other. The reason for choosing it should be that it is the best available method. When this is not the case, it is as though a blacksmith should select a monkey-wrench for fastening on a horse's shoe—a poor choice of tools.

The best school subject for treatment by the stereopticon is, doubtless, geography. School geographies are now in a transitional state. The flat map and question pattern is plainly inadequate. Ventures upon new lines are seeking acceptance. No one can tell what the next standard type will be. School children now do a deal of map drawing. The father of a pupil of a fine special teacher of geography, in a large city, not long ago, was inquiring for parties of tourists to South America. He wished some one to engage his twelve-year-old daughter as a guide; for she had drawn a map of South America every evening, all winter, and ought to know the country. But map drawing is now quite overshadowed by relief maps. The surface of the earth has inequalities, and the children must know it. These are made, for the most part, of paper pulp. Here, in geography, there is agreement. Relief maps are a product in all up-to-date schools. Rash, indeed, were the wight who would gainsay this item of the new education. But is there not something better than too much of this rude travesty upon the surface of the planet for teaching children of the world we inhabit?

Kindly endure a few prosaic figures. In round numbers the earth has a diameter of 8,000 miles. The great mountain peaks of this continent rarely exceed three miles in altitude, not above the surrounding regions, but the level of the sea; while the highest Himalayas tower skyward, or beyond, some five and a half miles. A mountain, then, five miles in altitude may stand for the maximum inequality of the earth's crust. The ratio, accordingly, of the greatest diversity of the earth's surface to its diameter is 5-8000, or 1-1600. The same ratio in the case of an orange, having a diameter of three inches, whose rind is fretted by some rugged pimple that towers to the altitude of one-sixteenth of an inch, would be 1-48, or for easy computation, 1-50; but 1-50 is 32-1600. The mightiest Himalayas are, then, but as thirty-seconds, compared with the inequalities of an orange rind, or something like one line of a printed book to an entire page.

School relief maps, however, give no such impression. The world is rather flat, after all. But follow figures one step more. It would require about 5,500 sons of Anak, none of them less than six feet tall, in vertical single file above one of their number, standing at sea level, to reach the height of Mount Everest. So these little people do find the surface of our planet full of ups and downs. The elevations and depressions

are important factors in climate, weather, productions, transportation, and countless other important items.

Why not, then, show the child a large stereopticon view of the earth as it is, rather than have him interminably construct the earth as it is not? After a little relief construction of the Appalachian ranges, show him Katahdin, Mt. Washington, the Adirondacks, the Catskills, and Blue Ridge scenes. Give lessons upon each group. Reproduce the rivers that have wrought ways through these rocky barriers. Great is the gain, in reality, as well as in beauty, from preferring to words and clumsy symbols the delectable thing itself. In this pictorial teaching, nature tells her own story of stream, hill, and higher heights, so effectively that forgetting is not easy. In like manner, all physical features, productions, industries, populations, cities, commerce, in short, the land and its civilization can be fully set forth. When it is remembered that preparation, presentation, exposition, recitation, oral and written expressions, are all to be based upon the views shown, it is clear that their educative value is great; for perception, comparison, generalization, thought, language, and composition all unite to assimilate the knowledge presented. A child who has thus seen his own country, and has gone in a briefer way over the older continents, must acquire a considerable body of available information upon the physical features, the agriculture, the cities, the races, and the civilizations of the world.

Next to geography, the stereopticon aids in teaching history. Truer abiding impressions of history are gained from historical novels than from historical treatises. This is on account of the picturesque quality of fiction. And pictures themselves, with intelligently assorted facts and appetizing morsels from some Scott, Bulwer-Lytton, or Ebers, will maintain a steadfast, eager interest in history. How well pictures and Cooper could be made to set forth the life of the American aborigines. We should grow familiar through pictures, with colonial dwellings, costumes, customs, and life. Great historic happenings are made vivid by pictures; for example, the signing of the Declaration of Independence, or the bombardment of Fort Sumter. The chief landscapes, characters, edifices, and events in the course of the Greek civilization and the Roman rule may become familiar to classes in history. He who would know the growth of our mother country, England, should have many vivid recollections, such as the course of Lady Jane Grey, from her entrance into the tower for coronation to ascending the scaffold for execution; the martyrdom of Ridley and Cranmer; the tragic decease of the subtle, enigmatic Queen Elizabeth. As has already been noted, it is easy to display, through the lantern, outlines, drawings, or copies of printed pictures. The results of special historical study, often with rare illustrations, frequently appear in the magazines. The ink copy upon gelatine is easily prepared. The progressive teacher of history will not overlook the enrichment of working material. For temporary use, the pencil work upon ground glass is always at hand.

In science, the stereopticon has large use. In physiology, it makes clear the interesting things that nature has put out of ken, such as the valves in the veins, the construction of muscles, the capillary and bony structures. Astronomy has a striking display of its working wonders, when mechanical slides are used. Geology, too, discloses its marvel of action and formation. And all the revelations of the microscopes can be enlarged and exhibited upon the screen before the stereopticon.

In teaching art, the whole subject finds its readiest interpreter in the lantern. The architecture and sculpture of the ancients, the cathedrals and paintings of the middle centuries, and the wealth of modern collections are all, in some degree, available for school use.

May we, in concluding, summarize briefly:

- I. Any intelligent person can quickly master the manipulation of the stereopticon.
- II. Useful home-made views can be assembled.
- III. The size and quality of stereopticon pictures make them the best kind for educational work.
- IV. The principles that control good teaching should be strictly applied to lantern presentation.
- V. Geography, history, science, and art are the chief fields for profitable school use of the stereopticon.

Teachers' Salaries.

In the campaign for the raising of salaries, the grade teachers of Chicago demonstrated that they received lower average salaries than similar teachers in other large cities of the country. The statistics as gathered by them are of general interest:

CHICAGO.

The official schedule of Chicago salaries for this year is as follows:

Principals, first year.....	\$1,200
Principals, Maximum where school contains 770 or more pupils.....	2,500
Principals, maximum where school contains 300 to 700 pupils.....	2,000
Principals, maximum where school contains less than 300 pupils.....	1,500
Assistant to a principal.....	1,100
Head assistant, grammar, first and second year.....	900
Head assistant, grammar, third, fourth, and fifth year.....	950
Head assistant, grammar, sixth to tenth.....	1,000
Head assistant, grammar, over ten years.....	1,050
Head assistant, primary, first and second year.....	850
Head assistant, primary, third, fourth, and fifth years.....	900
Head assistant, primary, over five years.....	950
Teacher, primary, first year.....	500
Teacher, primary, second year.....	550
Teacher, primary, third year.....	575
Teacher, primary, fourth year.....	650
Teacher, primary, fifth year.....	700
Teacher, primary, sixth year.....	775
Teacher, primary, seventh year and after.....	800
Teacher, grammar, first year.....	500
Teacher, grammar, second year.....	550
Teacher, grammar, third year.....	625
Teacher, grammar, fourth year.....	675
Teacher, grammar, fifth year.....	725
Teacher, grammar, sixth year.....	800
Teacher, grammar, seventh year and after.....	825
Eighth grade teachers.....	850
Kindergarten teachers.....	500
Kindergarten assistants.....	350

NEW YORK.

Minimum salary of men principals, \$2,750.

Principals who have taught three years at a minimum are entitled to apply for \$3,000.

Principals who have taught three years at \$3,000 are entitled to apply for \$3,250.

Men principals who have supervision of thirty or more classes receive \$250 in addition to amounts given above.

Minimum salary of women teachers are paid \$1,800.

Principals who have taught three years at minimum salary are entitled to apply for \$2,100.

Principals who have taught three years at \$2,100 are entitled to apply for \$2,400.

Women principals who have supervision of thirty or more classes receive \$300 in addition to above.

Salaries of men teachers:

Probationary year, \$720.

Grade 1—Minimum for regular teachers, \$1,080.

Grade 2—Those who have taught three years in grade 1 are eligible to apply for \$1,350.

Grade 3—Those who have taught two years in grade 2 are eligible to apply for \$1,620.

Grade 4—Those who have taught two years in grade 3 are eligible to apply for \$1,890.

Grade 5—Those who have taught two years in grade 4 are eligible to apply for \$2,250.

Salaries of women teachers:

Probationary year, \$504.

Grade 1—Minimum for regular teachers, \$576.

Grade 2—Those who have taught three years in grade 1 are eligible to apply for \$756.

Grade 3—Those who have taught two years in grade 2 are eligible to apply for \$936.

Grade 4—Those who have taught two years in grade 3 are eligible to apply for \$1,116.

Grade 5—Those who have taught two years in grade 4 are eligible to apply for \$1,350.

For all women teaching boys' classes or teaching mixed classes of the fourth, fifth, sixth, and seventh years \$72 per annum is added to schedule salary.

For all women teaching mixed classes of the first, second, and third years \$36 per annum is added to the schedule salary.

Substitute teachers are paid at the rate of \$1.25 per day of actual service.

Special teachers of phonography, minimum salary, \$1,000; at the end of two years' meritorious work, \$1,200.

For special teachers in sewing, minimum salary, \$800; at the end of two years' meritorious work, \$1,000.

Teachers in kindergartens:

Probationary year, \$540.

Minimum salary, \$630.

After three years of minimum salary they are eligible to ap-

ply for \$756, and, thereafter, subject to the same salary rules as regular women teachers.

BROOKLYN.

The schedule of wages of primary grade teachers in the public schools of Brooklyn is:

First year.....	\$400
Second year.....	450
Third year.....	500
Fourth year.....	550
Fifth year.....	600
Sixth year.....	650
Seventh year.....	\$650 to 700

Succeeding years after the seventh are not fixed in the schedule.

In the grammar grades Brooklyn teachers are paid:

Fourth year.....	\$ 600
Fifth year.....	\$ 650 to 700
Sixth year.....	700 to 750
Seventh year.....	750 to 950
Eighth year.....	850 to 1,000
Ninth year.....	1,000 to 1,050
Tenth year.....	1,050 to 1,100
Eleventh year.....	1,150
Twelfth year.....	1,200

PHILADELPHIA.

The teachers who have taught less than one year at the time of their appointment receive salaries of \$470 each per year of ten months, less a week's holiday at Christmas and the regular legal holidays of the year.

Those who have taught one year and less than two receive \$500; two years and less than three, \$530; less than four, \$560; less than five, \$590, and five years or over, \$620 a year.

BOSTON.

The regular teachers in a Boston primary grade school are the first assistant and the assistants; in some schools as many as a dozen of the latter. The first assistant receives a minimum salary of \$984 the first year, and an increase of \$48 a year until the maximum of \$1,080 is reached. An assistant receives the first year the minimum of \$552, a yearly increase of \$48, and a maximum of \$936.

The teachers in a grammar school are the master, submaster, first assistant, and the assistants, who comprise the remainder of the force. The minimum, yearly increase and maximum, respectively, are as follows:

Master, \$2,580, \$120, and \$3,180.

Submaster, \$1,500, \$120, and \$2,340.

First assistant, \$972, \$48, and \$1,212.

Assistants, \$552, \$48, and \$936.

The least sum paid any teacher is \$432 a year, the first year for an assistant in the kindergartens, the maximum being \$792.

Educational Articles in Reviews and Magazines

February Atlantic Monthly.

The Danger from Experimental Psychology. By Hugo Münsterberg.

February Bookman.

The Pedagogical Type. By George Merriam Hyde.

January Contemporary Review.

The Teaching of Cookery. By Mrs. Mary Davies.

January Forum.

Education in Hawaii. By Henry S. Townsend, Inspector General of Schools, Hawaii.

January Westminster Review.

Freedom of Teaching in America. By V. S. Yarrow.

January Nineteenth Century.

At a Technical Institute. By Prof. Michael Foster.

The Higher Education of Women in Russia. By Princess Kropotkin.

January New England Magazine.

Ideals of College Education. By F. Spencer Baldwin.

The Outlook, January 8.

Spare the Rod and Spoil the Child. By M. V. O'Shea.

January Chautauquan.

Schools and Education in the American Colonies. By Alice Morse Earle.

February North American Review.

Is our Educational System Topheavy? By Elliot Flower.

February Cosmopolitan.

Modern Education.

January Review of Reviews.

Three Patriarchs in Education.

Socialists and Anarchists on Education.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

The Cleaves Table.

The Cleaves table is a most convenient and complete portable table for drawing, writing, and studying purposes. It can be made ready for service in a moment, and as quickly closed, and set aside when not in use.

The table when open is 32 inches high; top measuring 18x25 inches, and shelf 13x18 inches; is well braced, and stands very firmly. The top is adjustable, and can be placed at any inclination, or be made level by simply raising the outer edge.

The shelf attached to the back of the table is also adjustable, and can be used either in a horizontal position as a support for models, books, lamp, etc., or can be raised nearly vertical, and be used for holding casts, letters, charts, or any article to be copied. The object is held in position by a small spring clamp near the edge of the shelf, or by the book rest attachment, which makes a most excellent book holder, and will support a book of any size.

The braces that support the top and shelf, by their peculiar form, are not liable to be displaced by any direct pressure that may be brought against them.



Between the top and shelf, and secured to the legs, is a tray for holding drawing and writing materials. A side bracket for holding a lamp can be furnished if desired. With each bracket are right and left hand attachments, so that it can be placed on either side of the table.

Accompanying each table is an adjustable screen that can be attached to the sides of the shelf when used for drawing purposes, thus cutting off the cross lights, and causing the light to fall upon the object wholly from one side.

A large number of these tables are in use in the department of drawing in Cornell university. One hundred and fifty have been placed in the art department of the Leland Stanford, Jr., university. The state normal school, of Cortland, N. Y., has added 100 to the equipment of its drawing department, and several other large institutions are using them.

The tables are all made in a substantial manner, and are well finished in every respect.

They are made in the following styles and the prices given include crating and delivery to the cars:

Oak, antique finish, plain top \$6.50

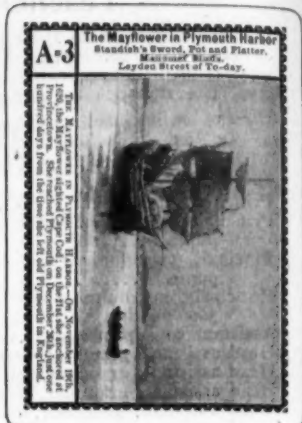
" " " felt top \$7.50

Lamp bracket with right and left hand attachments \$1.00

Special discounts from these prices are given where the tables are ordered in quantities. Address all correspondence to E. C. Cleaves, Cortland, N. Y.

Instructive Card Games.

A set of enjoyable and instructive games has recently been issued by "The Fireside Game Company," of Cincinnati, Ohio. The series consists of twelve packs of cards, but the different sets can be purchased separately. They are played by calling for the cards as in the well-known game of authors—which is one of the series. The others are The Flags of the World; In Castle Land; In Dixie Land; Our Union; Oak Leaves; The Mayflower; Population; In the White House; Fraction Plays; Game of Artists; Niloe. The information gained by children who become familiar with these twelve games is very extended. For instance, the game of artists gives title, illustration, and name of painter of fifty-two famous pictures. The Mayflower game is, as its name would indicate, historic in character: illustrations of historic scenes are carefully described, so that in playing the game the children learn much of the early New England history. Our Union is a game of the states, giving the time when each was admitted, its area, population, and principal cities. In the White House takes up the presidents from Washington to Benjamin Harrison. In fact, the whole range of history, art, arithmetic, literature, botany, scenery is touched upon in these apparently simple little games.



Instructive Card Games.

Students' Electrical Instruments.

The introduction of the study of practical electricity into high schools, manual training schools, and night schools where lecture courses are given has shown that individual laboratory instruction is necessary to supplement the lecture-room demonstration, in order that the student should thoroughly grasp the principles taught. Such a laboratory for elementary experiments in electricity and magnetism should be organized and conducted, as are the modern physical and chemical laboratories, with a complete set of electrical apparatus appointed for each student.

The Palmer Electrical Instrument Company has originated a complete set of electrical instruments for students' use, which fulfills two prime conditions: They are so manufactured as to be moderate in price, making the equipment of such a laboratory inexpensive, and yet are durable and efficient enough to perform all experiments with as much accuracy as is requisite in such work.

The parts of the student's set shown in the illustration are as follows:

21. Detector Galvanometer. 22. Combination Tangent and Detector Galvanometer. 23. Adjustable Rheostat. 24. Wheatstone Bridge. 25. Potentiometer and Slide Wire Bridge. 26. Students' Induction Cell. 27. Ampere Frame Apparatus. 28. Induction Coil. 29. Automatic Vibrator and Spark Coil. 30. Gas Voltmeter and Electrolytic Cell. 31. Oersted Stand. 32. Poised Magnetic Needle. 33. Electromagnet and Keeper. 34. Bar Magnet Set. 35. Resistance Spool Set. 36. Standard Daniell Cell. 37. Magneto-Generator. 38. Mercury Commutator. 39. Double Contact Key. 40. Series Laboratory Switch. 41. Multiple Laboratory Switch. 42. Alcohol Torch. 60. Minor Reflecting Galvanometer. 62. Lantern Galvanometer.

The complete set of instruments is exceedingly flexible, with no duplicity of parts, yet capable of use in several hundred experiments in magnetism, voltaic electricity, electro-magnetism, electrical measurements, electromagnetic induction, dynamo-electric machinery. Generally in an electrical laboratory equipment for schools, where it is desired to have a large class perform the same experiment at the same time, a series and multiple line are run to all benches, and each



student supplied with a switch inserted in the series circuit and a tap from the multiple line through a switch. Whether the instruments be operated in series or in parallel, each student has complete control of his own current, and all work together, though entirely independent. (26 North Seventh street, Philadelphia.)

Interlocking Rubber Tiling.

The new interlocking rubber tiling claims four advantages that will render its use particularly desirable in large buildings. It is durable, noiseless, non-slippery, and sanitary. It is made in one thickness, three-eighth-inch, and in eight or nine colors. The tile weighs about four pounds to the square foot, and can be laid directly over an old floor, no matter of what nature. The cement used is semi-liquid, and is applied about one-sixteenth inch thick between the old floor and the tiling.



In appearance, it is like the regular marble or composition tiling, but it has a number of special advantages produced by its rubber quality. It is made in a variety of patterns, and the colors are harmoniously blended. The new boys' high school in Philadelphia has contracted for 20,000 feet of the tiling, and its advantages for school-room use will be then fully demonstrated. (New York Belting and Packing Co., 25 Park Place, New York city.)

Revolving Sash for School-Rooms.

The great improvement in construction of window sash has fully kept pace with the rapid advancement in appliances and improvements entering into the construction of modern buildings.

A sash which is now attracting the attention of architects and builders throughout the country is the "Bolles Sash" and it bids fair to supersede the old form of window. This sash has been on the market for about three years; it has been tried and tested, and is now generally approved and used by the progressive architects of the country, as is evidenced by the many thousands of sash now in use. Its ventilating feature makes it valuable for use in school buildings, and it is quite generally adopted wherever brought to the notice of various school boards. In the metropolitan district of Greater New York many of the old buildings and a large majority of the projected buildings are, or are to be, equipped with this improved sash.

In appearance the "Bolles Sash" can hardly be distinguished from the old form of window, yet it slides and revolves; either or both sashes turn inside out or outside in, making the act of cleaning free from danger. The sash can be poised at any angle to afford ventilation without draft. If it is placed at a slight angle ventilation is obtained while keeping out the rain. If the sash is placed at right angles with the frame, the benefit of the entire opening is gained for the free circulation of air. It is simple, durable, and economical.

As the frames are the same as are used in ordinary windows, the sash in old buildings can be altered and equipped with the "Bolles Attachments." (Bolles Revolving Sash Company, 150 Nassau Street, New York City.)

The University Publishing Company, New York city, issue a sheet from their New York edition of Maury's Manual of Geography, showing Greater New York and its surroundings. The list of cities included in the new consolidation is given, with the estimated population and area in acres. It is a convenient statement to preserve.

The Central Art Association, Auditorium Tower, Chicago, send out a catalogue of casts and pictures for school-room decoration. The exhibit can be seen at the rooms of the association, or the catalogue may be obtained by writing and inclosing ten cents.

The Isaac Pitman system of phonography has been in use in the public schools of New York city for several years. These schools have now added it to their list of studies in connection with "The Complete Phonographic instructor." Erasmus Hall high school Brooklyn, N. Y.; Kansas City Manual Training high school; Salem (Mass.) high school; Plainfield (N. J.) high school; Public Schools of Tyrone, Pa., Bayonne and West Hoboken, N. J. Send to Isaac Pitman & Sons, 33 Union Square, New York, for their pamphlet on "Phonography and Public Schools."



Old Public School No. 50, E. 20th St. and 3d Ave N. Y. City. C. B. J. Snyder, Architect.

Text-Books on Geography.

(This article on geographies will be continued in *The School Journal* for March 5. Descriptions of the geographies published by Leach, Shewell & Company; The University Publishing Company; Rand, McNally & Company; The Werner School Book Company, and others will appear in that issue.)

Natural Elementary Geography.

American Book Company, New York, Cincinnati, Chicago, Boston, Atlanta, Portland, O. e.)

This work differs in important respects from all other primary works on the subject, and is the resultant of all the extended experiment and discussion of the past decade relating to geographical methods of study.



"Atlantic Ocean."—p. 17.

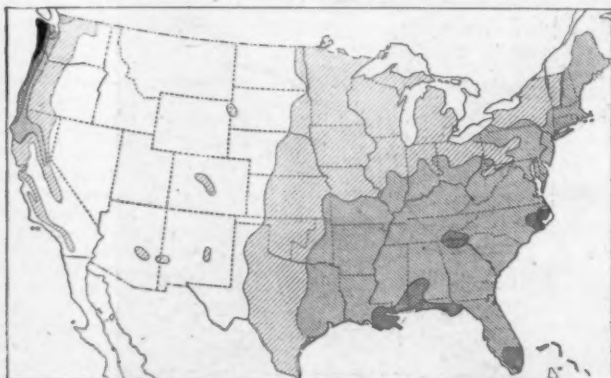
way, F.K.G.S., is widely known. Its author, Mr. Jacques W. Redas a geographer and writer, and his high standing is a guarantee of the trustworthiness of the book, both as to plan and statement. In this work he has had the valuable collaboration of a number of other trained and successful teachers.

The book is the first practical application in an elementary work of the principles enunciated by the Committee of Fifteen on Elementary Education, a committee composed of widely-known school men, representing all sections of the country. In accordance with their recommendation, the "Natural Elementary Geography" begins by developing the idea of direction. It leads the child to note the points of sunrise and sunset, east and west, and, by means of these, shows him how to find north and south. This knowledge is at once put to positive use by leading the pupil to travel in imagination from the school-house to the north, south, east, and west in turn. The plan is further developed by imaginary journeys, in which the child learns of the shape of the earth, and gains a general preliminary conception of zones, the rotation of the earth, the continents and oceans, races of men, their customs and history.

This introduction is followed by a careful, detailed study of the several continents and countries of the earth. North America comes first. It is a noteworthy fact that it is dealt with thoroughly in this place, and that the pupil's attention is not distracted by partial studies of other continents and lands. Incidental definitions of "isthmus," "strait," "peninsula," "island," "plain," etc., are learned during this study of North America, and these and other physical features are treated topically and with great thoroughness. This method of teaching definitions and generalized facts after the subjects themselves have been observed is one of the striking features of this work, which contains no formal lists of geographical terms. Each definition is learned when the subject itself comes up for discussion.

Continuing from the general to the particular, the next step is to the geography of the United States. Here the human and physiographic elements are carefully correlated. The pupil is brought to see why certain parts of the country attracted colonists; why certain districts favored certain industries. River systems, temperature, and rainfall are considered as to their influence on human occupations.

When North and South America have been thus treated in detail, the pupil takes up the study of the Eastern Continent;



The shading shows there is enough rain for successful farming."—p. 40.

of Europe, Asia, Africa, and Oceania. A novel and most important feature is the introduction of exercises in correlation and comparison. These are not mere review questions; they

compel the pupil in the study of each main division and country, not only to recall the facts about the divisions and countries previously studied, but, in addition, to correlate the new facts with those already in mind. It is not enough to learn facts concerning Mexico—these facts, of physiography, commerce, production, civilization, must be correlated with the knowledge already acquired concerning the United States, Canada, etc. Such a system, continued in the study of continent after continent and nation after nation, must lead ultimately to a knowledge, not of isolated facts, but of the larger truths of geographic science. The pupil will have, not scraps of information, but an intelligent conception of the world, with its lands and seas, its diverse races and forms of government, its millions of people and their innumerable industries.

Another distinctive feature to be mentioned is the use of topics for oral and written work. They are prepared so that they may be used for either of these purposes. No text-book has thus far provided such specially prepared material for language work.

One of the most important improvements is in the maps. Maps of corresponding divisions are on the same scale. The pupil thus, at a glance, can tell the relative size of North America and Africa, of the United States and Europe, of any state in the Union, and any European or Asiatic country. A noticeable merit of the relief maps is the fact that the names of mountains, rivers, etc., are printed upon the face of the map, thus rendering "key-maps" unnecessary. Specially valuable are the numerous small outline maps, shaded or dotted, indicating areas of rainfall, distribution of minerals and other products, population, etc. The illustrations are new and largely from nature, and illustrate the subject-matter by simple com-



"The hills are so high they are called mountains."—p. 8.

binations such as the child will understand and remember. They give clear ideas of the countries described, and aid in that imaginary travel which is so important a part of elementary geography.

Hon. William T. Harris, United States commissioner of education, Washington, D. C., says of the Natural Elementary Geography:

"School geography should treat of the earth as the home of man. The differences of man as a natural and a spiritual being, namely, his races, his habits of life, degrees of civilization, languages, religions, occupations; in short, his ability to conquer nature and make it available—all these things belong to the human side of geography, and should have, perhaps, even more stress laid upon them than upon the explanation of natural forms by geology; but we must not choose one of them to the neglect of the other; we must have both. I congratulate you that in this elementary book you have combined these topics in a proper manner, and on a plan well adapted for use in school grades in which the book is to be used."

A Natural Advanced Geography is in preparation, and the American Book Company publishes also the following well-known geographies, with state editions, which are kept revised to date:

Appleton's Elementary Geography, Barnes' Elementary Geography, Eclectic Elementary Geography, Harper's Introductory Geography, Swinton's Introductory Geography, and the Geographical Reader and Primer. The latter is an interesting description of a series of journeys around the world (based on Guyot's Introduction), making a valuable book for supplementary reading in connection with the study of elementary geography. Carpenter's Geographical Reader, Asia, gives the results of recent extended journeys in Asia by the author, and a close study of the Asiatic peoples.

Of Physical Geographies, this company publishes Hinman's Eclectic Physical Geography, Appleton's Physical Geography, Guyot's Physical Geography (revised edition), and Waldo's Elementary Meteorology.

Frye's Complete Geographies.

(Ginn & Co.)

Within recent years the study of geography has assumed a more prominent place in the common schools of our country, and in many of the foreign universities. The Conference on Geography, that met in 1892, pronounced the subject one of particular value in developing the habit of observation and exercising the reasoning powers. In the scheme laid out by the conference for the study of geography, the first form of instruction should be observation, advancing from the study of geographic features near at hand to clear ideas of things in other places which the pupil cannot see. A further step urged by the conference was the importance of inquiry into the causes of topographic forms as an intellectual exercise, a method of training and stimulating the reasoning faculties.

These departures from the old manner of teaching geography have been taken up by Mr. Alexander Frye, in his "Complete Geography," and the chief points of excellence in this work have been tested by scientific leaders and authorities. Considerable attention has been paid

esting because it is his dwelling place. His influence upon his surroundings, their effect upon him, how London originated, and why it became what it is, the proximity of great manufacturing cities to regions rich in coal and iron, the many things showing the relation between man and nature, and their interdependence, are facts that vivify the study.



RUSSIAN

Scotch
Piper.

Belgians.



ARYAN TYPE



Kashmir Soldier.



Parses, Bombay.



Hindus.



Ceylon Girl.

There are numerous charts by Mr. Henry Gannett that show the areas in our country from which the various products and mineral riches are derived; these are made on the same scale as the rainfall, temperature, density of population, manufactures, and transportation charts. Small scale maps, in colors, showing only the broader physical and cultural aspects, appear in the text relating to them. The larger, more detailed maps are placed together at the end of the volume.

The illustrations to the "Complete Geography" are manifold, and have been praised by a visitor to the Geographical Congress in London, a few years back, for being the best material ever collected for a work of this kind. Nearly all of the engravings are types, and convey a graphic lesson of something typical.

The large amount of matter has been arranged by topics, and with different sizes of lettering, adapting it to the larger or more limited requirements of class-rooms.

Elementary and First Book in Physical Geography.

(The Macmillan Company, New York.)

The two physical geographies by Prof. Ralph Stockman Tarr present the physiography of the world in a modern form.

The "Elementary Geography" has already reached its fifth edition. It is designed for high schools, and its concluding chapter is made up of a series of questions which cover the preceding part of the work. The illustrations are in half-tone engraving, and, in many cases, are from photographs taken by Prof. Tarr.

A shorter course in physical geography has followed this advanced one, in a "First Book in Physical Geography." It has been adopted in New York city, Kansas, and Missouri. Like its predecessor, it treats of the subject in its modern aspect. It shows the condition of the

to the causes that produce the various topographic forms, and the agencies which evolve diverse surface features. This treatment is applied to the topography of all parts of the world.

In the lessons on physical features, Prof. Frye has been assisted by Prof. W. M. Davis, of Harvard university. The latter has made the study of physiography a special work. In keeping the geography closely to the present time, the latest information from authoritative sources has been consulted and critically utilized. This is noticeable in the treatment of the agencies that produce surface changes, and the results of the most recent explorations. The careful arrangement of geographical knowledge makes the book valuable for reference, besides its direct help for teaching.

One other leading conception of modern geography receives marked attention in this work. That is Ritter's dictum that man is, after all, the central point, and the earth is most inter-

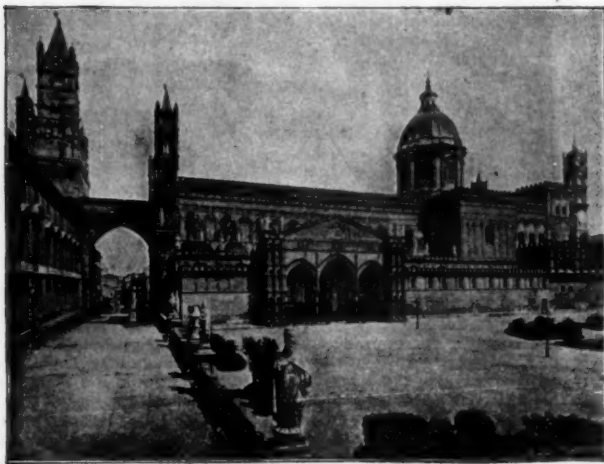
earth, in a chapter on astronomy. The atmosphere is covered by lessons on air, light, electricity and magnetism, the sun's heat and its effects, winds, storm and moisture, climate, distribution of plants and animals. The ocean receives a general description relating to movement, wind-waves, tide and ocean currents. The land takes up the condition of the earth's crust, mineralogy, erosion, river valleys, waterfalls, lakes, glaciers, sea and lake shores, islands and reefs, plains, plateaus and mountains, volcanoes, earthquakes, and geysers.

New Geographical Readers

(Silver, Burdett & Co.)

The "Geographical Readers" are used in some schools in preference to the regular text-books, or as introduction to the study of geography. An attractive series appears in eight volumes by different authors, all carefully edited by Larkin Dunton, headmaster of the Boston normal school.

The opening number of the set is devoted to "First Lessons" in the shape of a story. Edith and Mary have a party, and want a doll's house, which Arthur builds for them with blocks. Then the playground is drawn, and the dimensions given. Next comes a plan of the village and the country around it, and, gradually, the children are led along to the idea of a map. Then a globe is introduced, and the shapes of different coun-



The Cathedral, Palermo.

From "Australia and the Islands of the Sea." Silver, Burdett & Company, Publishers.

tries pointed out. Rivers, mountains, and other natural features are explained, and the points of the compass are described.

No. 2 gives "Glimpses of the World," and presents pictures of places and persons that will interest children, and prepare them for the study of geography proper, when they are mature enough for that study.

Miss Minna C. Smith is the author of the third book, "Our Own Country." As suggested by the title, the material relates to the American people and the places and scenes about them. Fred and Mary journey about, and their adventures furnish the story element.

No. 4 covers the peoples and countries near at hand—"Our American Neighbors," by Fannie E. Coe. Canada, with its historical features, comes first, then Vancouver, then down the

Rio Grande to Mexico and the Central and South American states.

No. 5, by the same author, takes up "Modern Europe." Beginning with England, Scotland, and Wales, the north, south, and east of Europe are traversed in an enjoyable way.



Faya's Costumes, Azores, Australia.

From "Australia and the Islands of the Sea." Silver, Burdett & Company, Publishers.

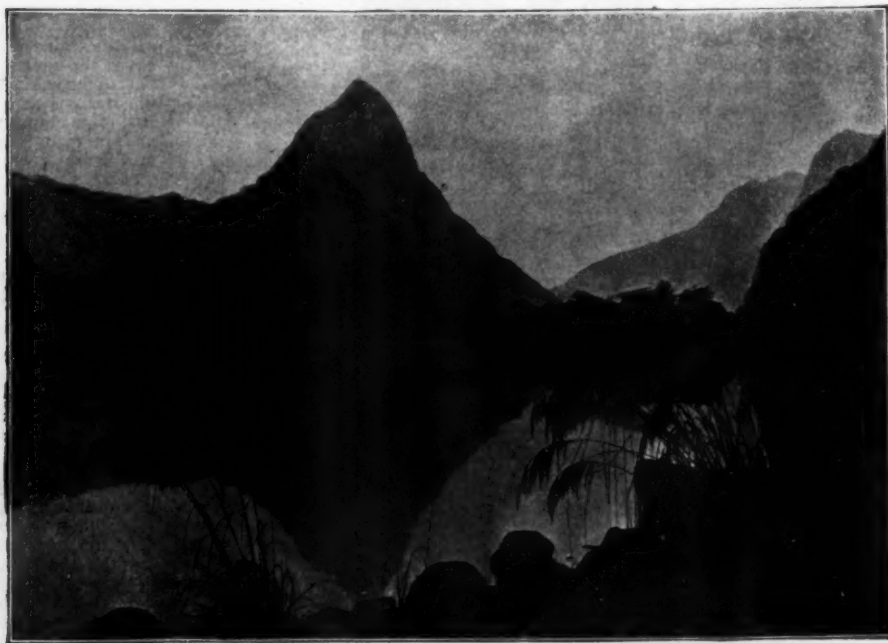
"Life in Asia," (No. 6) by Mary Cate Smith, is really an epitome of the actual life in Asia—the geography, history, ethnography, botany, zoology, etc. The illustrations which we show from this volume give the character of the drawings, which furnish, throughout the series, a picturesque element.

No. 7, by the same author, gives some entertaining "Views of Africa." There are thrilling stories of intrepid explorers, descriptions of the superb natural features of the "dark continent," its curious flora and fauna, and its numerous native tribes.

The concluding volume of the series is given up to "Australia and the Islands of the Sea." It is written by Eva M. C. Kellogg, and the illustrations number over one hundred and fifty, with four colored maps. The many-sided pictures of tropic lands and polar seas—of savagery in its lowest state and highest forms of civilization, ancient or modern—mark this volume as the most distinctive, perhaps, of the series. We are glad to reproduce several illustrations from this volume of the types of people and countries described.

In its complete form, "The World and Its People" proves a valuable accessory to the study of geography, pictorially, and in a descriptive manner.

The great quantities of gold to be produced in Alaska, and the great distance of the mines from any American port outside, has suggested an assay office and possibly a mint in the Yukon valley. A miner from Circle City is now in Washington to get Congress to take action in the matter.



Miter Peak, New Zealand.

From "Australia and the Islands of the Sea." Silver, Burdett & Company, Publishers.

• • New Publications of the Month. • •

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all such requests which mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Uncle Robert's Vi-it	Parker and Helm	191	Cloth	.50	D. Appleton & Co.
Harold's First Discoveries	Troeger, J. W.	93	"	"	"
Verbos Espanoles	Cortina, R. Diez, De La			.75	Cortina, R. D.
Student's Standard Dictionary	Punk & Wagnalls Co.				Funk & Wagnalls Co.
Earth and Sky	Stickney, J. H.	115	B'ds		Ginn & Co.
Children's Fourth Reader	Cyr, Ellen M.	388	Cloth		"
Natural System Vertical Writing	Newlands, H. F., and R. K. Row				D. C. Heath & Co.
An Elementary Scientific French Reader	Davies P. Marriott	130	Pds.	.40	"
Suggestions for High School Geology	Tarr, Ralph S.	100	Paper		Macmillan Co.
Thoughts and Theories of, Etc.	Spaulding, J. L.	236	Cloth	1.00	McClurg & Co., A. C.
Topical Outlines of Roman History	Burdock, Wm. L.				Scott, Foresman & Co.
England and the Reformation	Powers, G. M.	143	Cloth	.50	Scribner's Sons, Chas.
History of U. S. for Schools	Gordy, Wilbur F.	478	"	1.00	"
Child's First Studies in Music	Cole, Samuel W.			.60	Silver, Burdett & Co.
Manual of Civil Government	Coon, Henry C.				Sun Pub. Association.

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
Songs of Child World	Gaynor, Jessie L.				Church Co., John
Busy Work in Drawing. No. 1.					Ed. Gazette Co.
Encyclopedisch-s	Muret-Sanders	.60	Cloth		International
Parasitic Wealth	Brown, John			1.50	Ker & Co., Chas. H.
Christianity, the World's Religion	Barrows, J. H.			1.25	McClurg & Co., A. C.
An Imperial Lover	Taylor, M. Imlay			2.00	"
A World's Pilgrimage	Barrows, J. H.				"
The Children's Hour	Sealy, Frank L.			.80	N. J. Song Book Co.
Just a Summer Affair	Keeler, Mary A.				Neely, F. Tennyson
A Bachelor's Box	De Leon, T. C.			1.25	"
Petromilia, The Sister	Thayer, Anna Horman				"
Carnival of Venice	Newcomb, Florence D.				"
Nili	Randle, Fred.				"
The "Palme-to"	Heffernan, F. S.				"
The Embassy Ball	Cole, Virginia Rosalie				"
Lullaby Land	Field Eugene			1.50	Scribner's Sons, Chas.
Social Life in Old Virginia	Page, Thomas Nelson			1.50	"
Art of Getting Rich	Hardwicke, Henry	294	Paper	.50	Useful Knowledge Pub. Co.

Books Under Way.

(Under this head will appear advance announcements of forthcoming text-books.)

Harper & Brothers.

Elements of Literary Criticism, by Charles F. Johnson, professor of English literature in Trinity college, Hartford.

Silver, Burdett & Co.

The Silver Series of English Classics: Carlyle's Essay on Burns. Edited by Homer B. Sprague, Ph.D.

D. C. Heath & Co.

A Laboratory Course in Experimental Psychology, by E. P. Sanford, Ph.D. professor of experimental psychology in Clark university, Worcester, Mass.
Gymnastic Stories and Games. Suited for the use of primary schools, by Rebecca Stonerod, supervisor of physical culture in the public schools of Washington, D. C.

DeQuincey's Confessions of an English Opium Eater, edited by G. A. Wauchope, professor of English literature in the University of Iowa.

The Merchant of Venice in the Arden Shakespeare Series, edited by H. L. Withers, sometime scholar of Balliol college.

Dryden's Palamon and Arcite, edited by William H. Crawshaw, professor of English literature in Colgate university.

Two Books of Business and Social Forms to accompany The Natural System of Vertical Writing by A. F. Newlands and R. K. Row.

Zachokke's Der Zerbrochene Krug, with introduction, notes, vocabulary and English exercises by Prof. E. S. Joynes. Boards.

Baumbach's Nicotiana und andere Erzählungen, with introduction, notes, and vocabulary, by Dr. Wilhelm Bernhardt. Boards.

Ebner-Eschenbach's Die Freiherren vom Gempferlein und Kambambuli, with introduction and notes, by Prof. A. R. Hohfeld, Vanderbilt university. Boards.

David McKay.

POCKET LITERAL TRANSLATIONS OF THE CLASSICS.

Goethe's Faust.
Goethe's Herman and Dorothea.
Schiller's Maria Stuart.
Schiller's William Tell.

The Macmillan Co.

A History of France, by J. E. C. Bodley.
Principles of Grammar, by H. J. Davenport and Anna M. Emerson.
Plane and Spherical Geometry, by J. W. Nicholson, professor of mathematics in Louisiana state university.
Stories from the World's Classical Literature, by Bertha Palmer.

Building of the Republic (1689-1783), by Professor Albert Bushnell Hart, of Harvard university.

Building of the Republic (1689-1783). Vol. II. of "American History Told by Contemporaries" series, by Prof. Albert Bushnell Hart, of Harvard university.

Algebraic Arithmetic, by S. E. Coleman.

Four-footed Americans (Some native animals.) Edited by Frank M. Chapman. Vol. II. of the "Heart of Nature Series."

The Shorter Poems of John Milton, including the Epitaphium Damonis, the two Latin Elegies, and the Italian Sonnet to Diodati. Arranged in Chronological Order, with introduction and notes, by A. J. George, department of English high school, Newton, Mass.

Ginn & Co.

Educational Music Course. Sixth Reader.

German Composition, by Wilhelm Bernhardt.

Harvard Studies, VIII.

Macaulay's Essay on Addison, edited by Herbert Smith.

Book I. McConathy and Butterfield's School Music Course.

D. Appleton & Co.

On the Farm, by F. W. Parker.

Harold's Rambles, by J. W. Troeger.

Crusoe's Island, F. A. Ober.

Animal World, Frank Vincent.

Psychologic Foundations of Education, W. T. Harris.

University Publishing Company.

Cooper's Last of the Mohicans. Standard Literature Series No. 29. Double number. Paper, 20 cents; cloth, 30 cents.

American Book Company.

Swinton's Talking with the Pencil.

Kitchel's Plato's Apology, Crito, etc.

Lord's Cicero's Laelius de Amicitia.

Dodge and Tuttle's Latin Prose Compositions.

Fontaine's Douze Contes Nouveaux.

Lambert's Minna von Barnhelm.

Eclectic English Classics: Venable's Selections from Burns, Venable's Selections from Byron, Venable's Selections from Wordsworth, Van Dyke's Selections from Gray, Van Dyke's Pope's Essay on Man and Rape of the Lock.

Guerber's Story of the English.

Clarke's Story of Caesar.

Clarke's Story of Aeneas.

Clark's Botany.

Baird's Graded Work in Arithmetic—1st, 2d, 3rd, 4th Years.

Overton's Physiology.—Advanced Grade.

Catalogues Received.

Lantern slides and photographs	Wm. R. Rau.	Philadelphia
New books	F. Tennyson Neely	New York
Manufacturing and publishing	The Caxton Co.	Chicago
Charts	Comparative Synoptical	
	Chart Co.	Toronto
Flags and banners	Am. Flag Mfg. Co.	Easton, Pa.
Books	Laird and Lee	Chicago
Signal clocks	Blodgett & Co.	Boston
School music	Oliver Ditson & Co.	"
Price list	Intern'tl Com. Y. M. C. A.	New York
Duplicating machines	The Neostyle Co.	"
School apparatus	Alfred L. Robbins	Chicago
Pencils	Eagle Pencil Co.	New York
School apparatus	American Splane Co.	Chicago
"	Crowell Apparatus Co.	Indianapolis
Artists' materials	Frost and Adams	Boston
February books	Whitaker & Co.	San Francisco
Bells	E. W. Vandusen Co.	Cincinnati
Drawing tables	Morse Machine Co.	Rochester, N. Y.
Bells	Cincinnati Bell Foundry Co.	Cincinnati
Photographic equipments	E. & H. T. Anthony	New York
Kindergarten materials	J. W. Schermerhorn & Co.	"
School-room decoration	Central Art Association	Chicago
Music books	John Church & Co.	Cincinnati
Gardens and floral guide	James Vick's Sons	Rochester, N. Y.
Optical apparatus	A. T. Thompson & Co.	Boston
School apparatus	James G. Biddle	Philadelphia
Photographs	Ad. Braun & Co.	New York
Electrical instruments	Palmer Electrical Inst. Co.	Philadelphia

The "Illustrated American" has opened a competition for securing subscribers that will gratify lovers of travel. The first prize (for the largest list of new names) will be a three weeks' trip to Europe, with all expenses paid. This will include visits to Germany, France, and England. A three weeks' trip to Paris, with tickets to the grand opera, is the second offer. The third prize is a week's stay in New York, and the fourth, a trip to Florida.

Those interested in the Klondike affairs will be glad to avail themselves of the offer of the Chicago and Northwestern Railway Company, to send to every applicant a copy of their new folder, "The Gold Fields of Alaska, and How to Reach Them." Illustrations are given of an Alaska mining camp, Chilkoot pass, sluice mining, rocking the cradle, and a Yukon steamer, with a quantity of facts relating to this new enterprise. Address W. B. Kniskern, Chicago, Ill.

Mr. W. H. Underwood, general Eastern passenger agent at Buffalo, sends us the January number of the "Michigan Central News." The cover shows Niagara in winter, and is printed in colors. Eight pages of information about travel from Boston to Mackinaw and Chicago are illustrated, with interesting views, and the concluding remark from the editor is, "With the best wishes for our friends, let us say, in the words of Tiny Tim, 'God bless us, every one!'"

We have received notice that the firm of F. F. Hansell & Bros. of New Orleans was dissolved on the first of January of this year, and succeeded by the corporation of F. F. Hansell & Bro., Limited, which assumes the liabilities of the old firm. The works of the University Publishing Co., and other prominent educational publications of New York city are handled by Hansell & Company.

Besides the School Loom, illustrated in the last School Board number, a frame for the demonstration of sewing is made by the same manufacturers. The first is a help for kindergartners in teaching the simple forms of weaving; the second is a large embroidery frame for showing the stitches in sewing to an entire class. (J. W. Schermerhorn & Co., 3 East 14th street, New York.)

To Florida and the Sunny South.

A booklet sent out by the Clyde Steamship Company gives a graphic account, charmingly illustrated, of a trip South. Opening with a description and picture of a sailing day in New York, the three days at sea are taken up, with notes about the stopping place, Charleston.

The east coast of Florida, the enchanting trip down the Indian river, and across from Miami to Nassau in the new steamship, the west coast to Tampa, and other semi-tropical points, then a return north through the states that are sought in the winter by persons desiring a mild climate—these are all described in "To Florida and the Sunny South." On nearly every page is one or more pictures, and the combined interest of text and illustration makes the guide well worth preserving.

Books.

"The Elements of Geometry" of Henry W. Keiquin, follows a middle course between the treatise, which fully proves the propositions of elementary geometry and the syllabus which contains no proofs whatever. The early propositions are proved at length; farther on the pupil is left to his own resources. It is believed that the interest of the pupil is best retained by requiring easy original work early in the course. (Henry Holt & Co., New York. \$1.00.)

"Preparatory Questions on Gardiner's Student's History of England," by R. Somervell, cover some fifty-six pages. These will assist the teacher materially in examining the history classes at work upon Gardiner. (Longmans, Green & Co., New York. Price, thirty-five cents.)

In preparing from the correspondence of the famous Roman, a volume of "Selected Letters of Cicero," Frank Abbott Frost has given the preference to family or friendly letters. These illuminate the private character of the statesman, his tastes, his daily life, and his relations with his personal and literary friends. Footnotes in English are appended. (Ginn & Co., Boston.)

"Plane Trigonometry" is a small text-book by S. L. Loney, M.A., fellow of Sidney Sussex college, Cambridge; professor at the Royal Holloway college. It is a concise, systematic treatment of the subject, in which the formulæ are worked out. (The Macmillan Co., New York. \$1.00.)

The attractive series of little volumes of the Home-Reading Series includes several books relating to the farm and other aspects of the country. One of these, "Uncle Robert's Visit," by Col. Francis W. Parker and Nellie Lathrop Helm, makes the reader acquainted, by means of an absorbing story, with some fundamental facts in geography. The children observe the features of the farm, and draw a map of it; they become interested in the thermometer and barometer; they observe the animals and flowers, and thus lay the foundation for zoölogy and botany; they study the brook, the river, and the village. The book has a colored frontispiece, and many other illustrations. (D. Appleton & Co., New York. 50 cents.)

No matter what business a person is to follow, a knowledge of insects will be a source of gratification, and in many cases it will be a positive aid in work. One branch of the subject is covered by the "Life Histories of American Insects," by Prof. Clarence Moores Weed, D.Sc., of the New Hampshire college of agriculture. The life histories of these insects are given in a non-technical manner, and the person must have very little love for nature who cannot read these chapters with pleasure. The book is illustrated, with twenty-one full-page plates and many figures in the text. (The Macmillan Co., New York. \$1.50.)

A series of six lectures, delivered at the Royal Institution of Great Britain, by Sylvanus P. Thompson, F.R.S., at Christmas, 1896, has been issued in a volume entitled "Light, Visible and Invisible." The author has endeavored to popularize his style, so far as possible, and he has illustrated his pages with numerous diagrams and photographic reproductions. He does not touch upon spectrum analysis, the construction and theory of optical instruments, and the greater part of the subject of color vision. Other important matters connected with it are, however, treated fully and clearly; particularly the polarization of light and the Roentgen light. Students of physics will profit greatly by reading this volume. (The Macmillan Co., New York. \$1.50.)

"Parables for School and Home," by Wendell P. Garrison, is a little book of essays on subjects in which most are interested, each one carrying its moral, not tacked on at the end, but growing naturally out of the subject. Story, poetry, fable, and fact are made to add to the effectiveness of the essays. They can be read in the school and by the fireside with genuine pleasure and profit. (Longmans, Green & Co., New York.)

In Heath's series of English classics, De Quincey's "Flight of a Tartar Tribe" is published, with introduction and notes, by Prof. George A. Wauchop, of the University of Iowa. Teachers in secondary schools will appreciate the biographical and critical material introduced in this edition, which will inspire interest in the study of De Quincey. (D. C. Heath & Co., Boston. Price, thirty cents.)

New York City Supplement

THE SCHOOL JOURNAL.

The Mayor and the School Board.

The mayor, the controller, and the president of the council form a board of estimate of the amount of money to be allowed each department of the city. Pres. Hubbell, of the board of education, came on the 27th to present the needs of the schools. It must be borne in mind that the Democrats who came into power had in the campaign charged the Reformers with being expensive; consequently, the mayor is very severe with any department that asks an increase of money. We take the "Sun's" version of the visit.

The board of education asked the board of estimate for \$6,962,145, an increase of \$1,030,960:

"The increase you ask for is 20 per cent. of the whole amount granted last year," said the mayor. "How do you account for it?"

"It is mainly made by two items," replied Mr. Hubbell. "The adoption of manual training in the schools and the large increase in the force of teachers, made necessary by the opening of many new schools."

"I notice that there is a decrease in the number of principals of the primary schools," said the mayor. "What is the cause of that?"

"Some of the schools have been consolidated with others upon the advice of experts."

"You must give us some more definite reasons. We must have details, not general statements."

"I have not the details."

"Now, what would you think of me if I attempted to make up the budget upon the advice of the heads of departments?" asked the mayor.

"But we were all in entire accord with our experts," said Mr. Hubbell, with a bow.

"I also notice that there is a decrease in the appropriation asked for for teachers; plain teachers, I mean; the same as you and I had when we were boys. We stand here ready to give money for education, but not for tomfoolery."

"We are in entire accord on that proposition, too," It afterward turned out that he mayor was mistaken, and that, instead of a decrease, there was an increase asked for for the pay of teachers. The mayor then turned to the item of three high schools, for which an appropriation was asked. "We would like to have the benefit of your experience as to the advisability of establishing these schools," he said.

"They try to cover the break between academic education, as represented in the College of the City of New York and the Normal college, and ordinary education, as represented by the grammar schools. We find that the people like them. All the leading cities of the country, except New York, have had them for years. We have been a trifle behind in that respect."

"Is it true that the three principals of these schools were brought from out of town, one from Massachusetts, one from Philadelphia, and one from Kansas City?"

"It is."

"Why didn't you get them from New York?"

"We did not think it just or wise to put any one at the head of these schools who had not had experience in high school teaching. There were no high schools in New York, therefore, we could not get the principals here."

"Why didn't you choose them by competitive examination?"

"Because scholastic ability is not the only requirement necessary. Besides, we had but one application from New York."

"But you shut New Yorkers out of the contest by requiring experience."

"We did, because we didn't think it proper to put underlings at the head of these schools."

"Whom do you call underlings?" asked the mayor, loudly.

"Why, teachers who are below the grade of principal," replied Mr. Hubbell, sweetly. "I used the word in no offensive sense."

"If that is your excuse, what about these assistant principals? How many of them are there, and how many are residents of New York?"

Mr. Hubbell was obliged to turn to one of the clerks of the board of education to help him out on the statistics demanded. He explained that he had received the notice to appear before the board only one hour before it convened.

"That is it," said the mayor. "We have the feeling that clerks run the education of the city."

"We will be glad to disabuse your mind of it," said Mr. Hubbell, bowing again.

Finally it was developed that of the sixty-four assistant principals appointed, thirty-three were non-residents.

"Why do you bring in these non-residents? The money

to run the schools comes from the people, and the teachers should be selected among them."

"We engage non-residents because we are of the belief that the people of New York are entitled to the best in the land."

"The people of New York are the best in the land."

"Precisely!" retorted Mr. Hubbell. "That's why we want to give them their just dues."

"I see you have a superintendent of music at \$4,500. Now, who is he, and what does he do?"

"The music superintendent is Mr. Frank Damrosch."

"Does he ever go into the schools and teach music?"

"He does."

"How many times?"

"I am sure I don't know, as I don't keep the records," replied Mr. Hubbell, smiling.

"Why don't you find out?"

"We are abundantly satisfied with his work as it is," returned the president of the school board.

"Hasn't Damrosch got twenty-one assistants?" persisted the mayor.

"I cannot answer off hand, but I should say he had not. Eleven is the number, I think. These assistants get \$1,000 each. They give instruction to both pupils and teachers."

"They were all hired upon the recommendation of Mr. Damrosch, weren't they?"

"I believe so."

"Of course, he would recommend any one for \$4,500 a year. Who is the superintendent of manual training, down here, for \$2,500 a year?" asked the mayor.

"Dr. Haney," was the reply.

"What are his qualifications? Is he a prize fighter?"

"He didn't include that in his accomplishment when he came to us, but he may have acquired it since."

"How much time is devoted to manual training?"

"Four hours a week."

"Isn't that too much time to take from the A. B. Cs?"

"Oh, no. The pupils are better equipped to tackle the A. B. Cs, as you will call them, after their eyes and hands have been trained."

"You teach boys to sew, don't you?"

"We do not. There was a time, however, when the schools were crowded, that boys were in mixed classes in which sewing was taught to the girls."

"Where do you get the teachers for the kindergartens?"

"We select them by competitive examination."

"Do you bar New Yorkers?"

"We do not."

"Then you think there are people in this town capable of teaching in kindergarten schools, do you?" asked the mayor, sarcastically.

"I certainly hope so," said Mr. Hubbell, with another deep bow.

"Where do the twenty-eight assistant teachers in cooking come from?"

"They are all from New York except one, who comes from Jersey City, I believe."



Our Pedagogue: "Them's good enough for New York."
—From "The World."

"I thought you would get in the non-resident, at least," commented the mayor. "Who is the sewing principal whose salary is \$2,000 a year?"

"Mrs. Jessup," answered Mr. Hubbell.

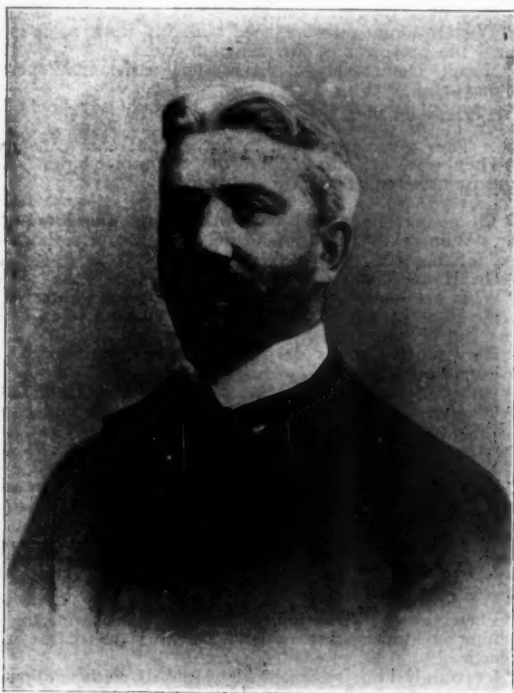
"Well she ought to see some of the poor people sewing on shirts. I wonder how long it would take them to earn \$2,000."

It was then developed that between five and six hours a week was devoted to special work in the schools, while twenty-one hours were given over to regular studies. The total amount asked for the special branches, including supervision, was \$180,000.

"Don't you think the schools would be just as good if music, cooking, and sewing were not taught?" asked the mayor.

"I do not," replied Mr. Hubbell, emphatically.

The next item on the list was \$10,000 for vacation schools. Mr. Hubbell explained that heretofore these schools had been maintained by private charity, with varying results, and that the school commissioners thought they could be operated to better advantage under the control of the board.



Charles Bulkley Hubbell.

"Do you intend to teach the pupils in them music and cooking, too?" asked the mayor.

"We may, later on."

"Well, if you will teach them A. B. C.'s and geography we will give you the money without asking any questions."

"We haven't made any contracts with the scholars in regard to what we shall teach them."

The subject of teachers was taken up again, and Mr. Hubbell said that the board was still short 100. He said that new schools were opened so rapidly that the entire supply of teachers in New York had been exhausted.

"You so humiliated the teachers of New York that they are not efficient under your board," said the mayor.

"We don't understand that to be a fact, sir," replied Mr. Hubbell.

The mayor wanted to know the difference between manual training and physical training. Mr. Hubbell explained briefly.

"Well, they didn't have those things in the school when I was there," said the mayor.

"Nor when I was there, either," retorted Mr. Hubbell, "and I have thought it was a mistake ever since."

"Does the physical instructor teach boys to box?"

"No; but he teaches them to be self-reliant and sturdy."

"Can't the public schools be run without the expense of high schools and manual training?"

"The results obtained would not be so good," replied Mr. Hubbell.

"But these experiments and these dreams have brought you here, asking for an increase in the appropriation for public schools of 20 per cent. In five years the school appropriation will amount to \$10,000,000."

"Ah, but it is not fair to assume that such an increase will be constant. What is more, the people have always responded liberally to these demands. Then, too, you seem to forget that there is an increase of 20,000 in the number of school children."

"Did you have a competitive examination recently for grammar school principals?"

"Yes; we have had many of them."

"Who were the teachers selected?"

"I can't tell you. I do not carry the name of every school teacher in New York in my head."

"How much time do you spend at the Hall of Education?"

"One hour every day, and longer when the necessity arises. Besides, I am always at call through the day in my office."

"You do not give the place sufficient time. A man who only spends one hour a day on the business of the board of education ought never to be its president. What do you think would become of this office if I only spent an hour a day here?"

"I give more time to the public schools than any of my predecessors did," he said. "Besides, I do not think it is expected that the president of the board of education shall devote his whole time to the schools."

"If I were the president of the board of education I would visit every school in Greater New York at least once a year," said the mayor, severely.

"I visit quite a few myself," replied Mr. Hubbell.

"Oh, you do! Did you ever see a boy of nine years working on color drawing?"

"No, sir, I did not."

"Then you didn't observe very closely."

"Do you know the school at St. Ann's avenue, near 145th street?"

"I never heard of it," said Mr. Hubbell.

"There is a school at 154th street and Amsterdam avenue," put in Commissioner Mack.

"That must be the one. Now, Mr. Hubbell, you have a principal there who gets \$3,250 a year, have you not?"

"Yes, sir."

"You also have an expert in pedagogy to teach him his duties, have you not?"

"No, sir."

"Do you mean to say that you haven't in the public schools teachers to teach teachers how to teach?"

"There are often fifteen assistants to Mr. Jasper, the superintendent, who are teachers of teachers."

"What is the Normal college for if you must have teachers of teachers?"

"Unfortunately, they do not take boys at the Normal college," replied Mr. Hubbell, "and pedagogy is not taught in the College of the City of New York." This ended the two-hour battle, and the budget was referred to the comptroller.

School Commissioner Henry W. Maxwell, of Brooklyn, submitted an estimate of \$2,000,000 for the expenses of 1898 for the schools of Brooklyn. Mr. Maxwell is a brother of Superintendent of Schools Maxwell, of Brooklyn. He said that the old board of estimate of Brooklyn had cut the estimate to \$2,480,000, which was \$250,000 less than the school expenses of the department last year.

"Have you got music and singing in your schools, too?" asked the mayor.

"We have," replied Mr. Maxwell.

"Your namesake, the superintendent of schools, is an extreme advocate of the so-called higher education, is he not?" asked the controller.

"I do not consider him an extremist. He is in favor of higher education, I know."

"I ask the question because I know he is a candidate for higher honors," explained Mr. Coler.

"Well, if he is, he oughtn't to be re-elected," said the mayor; "and you, Mr. Maxwell, ought to vote against him."

Mr. Maxwell looked surprised.

"But the election doesn't take place until Feb. 6," he said, "and I won't be a member of the board then."

"Well, you ought to stay in and vote against him," said the mayor. "I suppose he will be re-elected, won't he?"

"I don't know," replied Mr. Maxwell.

"Isn't the slate all fixed?" persisted the mayor.

"We have no slate in Brooklyn," replied Mr. Maxwell.

The estimate was turned over to the comptroller.

It will be inferred from the mayor's questions that he is not in favor of manual training or of "up-state teachers"; but the former has come to stay, and so have the high schools. The remark, "The money to run the schools comes from the people, and the teachers should be selected from among them," is wholly unworthy of the mayor, of this or any other city: it makes the teacher a day laborer, and teaching a mechanical business, like street cleaning. The mayor seems to have stood still while teaching has been expanding from a routine into a profession.

The remark that the sewing principal "ought to see some of the poor people sewing on shirts; how long they will work to get \$2,000" has no logical bearing; but it will tickle mightily some who voted for the mayor.

The point was made clear that the manual training, etc., took up but 5 or 6 hours per week; that 21 hours were given to regular studies. It had been charged that most of the time

was given to drawing, wood and paper construction, and a few hours bestowed on reading, writing, geography, and arithmetic. Mr. Hubbell certainly represented the public education interests of the city in a high and honorable manner.

Main Features of the New Course of Study.

Assistant Superintendent C. E. Meleney recently addressed a large meeting of the Public Education Association on the new course of study adopted last September in New York city public schools.

The main aims that guided in the selection of the course, said Mr. Meleney, were to supply all the elements of knowledge in the various departments of learning, and all the material valuable as a means of training in the acquisition.

It consisted of seven courses in the five groups planned by Dr. William T. Harris. They were: Mathematics, physics, and their allied subjects, biology, and its allied subjects, literature and art, grammar and language forms, history and science. Another division under which the studies had been considered, and might be grouped, was that of thought and form studies—a somewhat old classification, but having advantages of its own. It was obvious, however, that the form studies had valuable thought contents. For instance, arithmetic, classed as one of the form studies, was among the best methods of introduction to the industrial life. There was still a third aspect of studies, in which they became expression studies, in which expression was taught by means of number, drawing, and the oral and written language. All true teaching perceived and preserved the essential connection between thought and form studies, for it was evident that the development of the power of expression was necessary to the child in its further acquisition of knowledge, and to its power of ultimately being useful to others.

Mr. Meleney gave an idea of the manner in which, in the actual teaching, the main subjects were amplified and correlated. Under science, for instance, came the subject of plants. Not only the life element and development of plants were taught, but their area of cultivation, qualities of soil, etc., thus affining the study to that of geography. History was also taught with constant reference to its relation to geography. Geography, indeed, became, in large measure, the central study of its group. History was further taught as world history and as new world history. The aim in the former was to give a general view of the growth and development of civilization, and, in order to vivify it to the comprehension of children, they were told about the children of long ago, the mode of life then, the means of traffic and communication, etc. New world history was made interesting by stories about the aborigines, the Eskimos, the early European settlers, etc. Reading was designed to include the subjects of history, geography, and science, so as to supply at once with material on the information side and with culture on the literary side, the end of the latter being the cultivation of taste for good literature. Manual training could be used to express geographical forms and forms of animal life.

The correlation of studies, of which he had thus given some hint, and which had become one of the favorite subjects of educational discussion, might, Mr. Meleney thought, be carried too far; but it was undoubtedly one of the greatest value, and would form a permanent feature of school instruction. Its objects were economy in time and instruction, broadening of the view of the child, giving him as many glimpses as possible of interesting subjects. A rational correlation was indeed an absolute necessity; it presented things in the most logical and comprehensive way attainable.

All, continued Mr. Meleney, were impressed by the demands concerning instruction made from without the schools. The most that could be rationally expected was, that the schools should give its pupils a love of study, the habit of study, and a method of study. This done, it might reasonably be believed that the child would hereafter educate himself. The principal desideratum, therefore, was that instruction should be imparted in the most charming and delightful manner possible. Effort must be made to cause everything taught to appeal to the child as interesting. The teacher must study to find the easiest method of approach to the child's interest, and so inspire him with love and enthusiasm.

Ventilation of New York Schools.

At the meeting of the American Society of Heating and Ventilating Engineers, a special committee, appointed to investigate the systems employed in the public school buildings of New York, reported that the Marion street school was in a most unhealthful condition. While the heating is sufficient, there is no attempt at ventilation, and scarcely any means of securing it. It is hinted that several others of the older school buildings of the city are in like condition.

The report was, in part, as follows:

"We visited an old building, probably constructed at least twenty years ago. The method for warming is by direct steam heat, and, excepting in several rooms, no method to supply fresh air or exhaust the vitiated air exists. One classroom, having been in session about an hour, with the windows open at the top, was in a condition that was nauseating and unhealthy to the utmost extent; in fact, the committee would state that this was the foulest school-room, as to air, ever visited by it. Other class-rooms visited had either been flushed by opening all windows for a period of about ten minutes, or were being flushed while we visited them. The condition of this building can best be described in the exact language of one of the teachers, who informed us, 'that, with the doors and windows closed for an hour and a half, it would be utterly impossible to occupy the room and continue the school work.'"

In regard to another building visited, of recent construction, the committee reported that they found in all rooms the fresh air supply automatically controlled, and an equitable temperature maintained. The air in all school-rooms throughout the building was very good, and particularly so under the crowded condition of the rooms.

Manhattan and the Bronx.

The last regular meeting of the board of education—before it becomes the school board of the boroughs of Manhattan and the Bronx—was held Monday afternoon, Jan. 31. The committee on instruction recommended that the time for manual training be reduced from four and one-half hours to four hours a week, and that modeling in the seventh year be made optional with the principals. If these resolutions prevail eighty minutes a week will be saved in the two upper grades, to be devoted to the general studies of the course. The same committee recommended that classes in cooking and in shop work be established after school hours for schools having no kitchens and shops, pupils in such schools to use the shop or kitchen of the school nearest or most convenient of access. Teachers who work overtime in such after-school classes will receive extra compensation.

The board approved the purchase of a school site at 76, 78, and 80 Mulberry street, and of lots adjoining P. S. 23, P. S. 90, and P. S. 53. A contract for \$61,300 for building an annex to P. S. 98 was awarded.

Bertha L. Foieberg and Martha Goldsmith resigned as teachers in the public schools.

Tuesday afternoon the board of education met and effected a temporary organization as the school board of the boroughs of Manhattan and the Bronx. Charles Bulckley Hubbell was elected president, and Arthur McMullin, clerk. The board will meet Feb. 9, to perfect its regular organization.

The following appointments were made at Wednesday's meeting of the board of education: In the girls' high school, Katherine A. Speir, third assistant to teach physiology—salary, \$900; A. Georges, third assistant to teach French; salary, \$1,200; in the boys' high school, Mrs. Anna A. Falk, third assistant, to teach English—salary, \$900; Maurice J. Thompson, third assistant, to teach mathematics—salary, \$1,200; in the mixed high school, E. M. Wahl, third assistant, to teach German; salary, \$1,200. Special teachers of shop work: Robert E. Weyh, Jr., in P. S. No. 154, and George F. Stahl in P. S. No. 155.

As grade assistants in the schools designated, the following nominees enter upon service Feb. 1, 1898: No. 13, F. D., Sara F. Devine; 27, M. D., Mary J. Candler; 48, P. D., Henrietta K. Maurer; 88, P. D., Lena Sonnonfeld; 92, M. D., Margaret B. Weir; 112, Mary J. Costello; 137, Emma Diller; 137, Cecilia

McCabe; 156, Jeanette Hafer; 163, Irene W. Stelle; 3, M. D., Mary Keville; 13, F. D., Helen Metzger; 16, P. D., Frances Martin; 17, P. D., Sara P. McCready; 17, P. D., Frances V. Bonner; 22, M. D., George Gohbarts; 33, F. D., Rachel Bergamini; 33, P. D., Mary M. Murphy; 34, M. D., Ella Coldwater; 38, P. D., Alma F. Molwitz; 48, F. D., Florence V. Kirby; 63, Grace S. Butler; 64, P. D., Nellie M. Voss; 73, P. D., Anna M. Hanaway; 74, P. D., Clara Alexander; 83, M. D., T. Adrian Curtis; 86, M. D., Charles Thellueson; 93, P. D., Rosalie Bartsch; 94, M. D., Abigail O'Hallaran; 97, Augusta M. Wilson; 105, Annie R. Morris; 105, Rosina J. Rennert; 105, Rosabella Ruthenberg; 112, Margaret P. Mingey; 115, Evelyn Delleger; 121, Serafine Raubitschek; 131, Sara M. Critchley; 140, Grace H. Bliss; 140, Clara L. Willetts; 150, Amelia Asher; 150, Susie A. Campbell.

The board authorized the establishment of a Shakespearean class in English literature in the Harlem evening high school, and appointed Richard E. Mayne to take charge of it. Principal Page has sixty-four students already enrolled for this class.

The superintendents recommended that the subject of modeling in grades 7 A and 7 B be made optional with the principals, and that the time for cooking lessons in 6 A, 7 A, and 7 B be fixed at one and one-half hours per week, instead of two hours, as at present.

The board voted \$7,376 for improving new lots adjoining P. S. No. 96, and the committee on sites reported favorably on acquiring three lots on Eagle avenue for a gymnasium and playground for P. S. No. 90, and favorably on acquiring three lots on the north side of P. S. No. 23. The board voted to rent 162 E. 116th street as an annex to P. S. No. 57, at an annual rental of \$2,000; and to continue renting 71 and 73 Pitt street as an annex to P. S. No. 4.

Lieut. A. T. Long was appointed junior instructor in the nautical school, Vice Ensign George B. Bradshaw, detached. The salary is \$800. The action of principals of evening schools in employing teachers not regularly appointed during December and January was formally approved. Miss Bertha Rubens resigned as instructor to P. S. No. 122, and the board laid over for a week its proposed dismissal of the appeal of Miss Augusta Frank, teacher of German in P. S. No. 43 and P. S. No. 95.

Teachers College a Part of Columbia.

With the beginning of the year 1898, Teachers college, New York, entered upon a new era. Sympathy, proximity, and, from an educational point of view, necessity, have brought about an alliance with Columbia university, by which the college has become one of the schools of the university on the same basis as the law and medical schools, with the difference that the Teachers college retains its separate board of trustees and financial independence. The college will be under the direct administration of President Low, and a number of the university professors will occupy seats in the college faculty. Its dean, Prof. James E. Russell, and one of its professors—in the first instance, Franklin T. Baker, professor of the English language and literature—will have seats upon the university council. The connection with the university will help to draw men of the highest ability to the faculty, and to raise the standards of scholarship.

The Teachers college was founded in 1887, and its first president was Prof. Nicholas Murray Butler, of Columbia university. Several of its original trustees were also members of the Columbia faculty. In 1893, the college moved to its present site on Morningside Heights, immediately adjoining the grounds of the university, the land on which its buildings stand being the gift of George W. Vanderbilt. It is considered to be one of the best housed and equipped institutions in the world for the training of teachers, the buildings and grounds alone having cost over \$1,200,000. One of the effects of the new union it to put under the control of Columbia the most complete opportunities for the education of teachers enjoyed by any university either in this country or abroad. Coupled with the theoretical work in pedagogy is a school of observation and practice, in which each successive step in teaching, from the kindergarten to the high school, can be practically demonstrated. All these opportunities are offered to both men and women on the same footing, and the opportunities for ob-

servation likewise embrace the teaching and management of both boys and girls.

Dr. McMurry Comes to New York.

Dr. Frank H. McMurry, Dean of the University of Buffalo school of pedagogy, has been appointed to the chair of theory and practice of teaching at the Teachers' college of New York. Prof. McMurry was graduated from the University of Michigan in 1882. He was principal of various schools in Illinois until 1886 and then spent three years in Germany, taking his doctor's degree at the University of Jena in 1889. He was later principal of a grammar school in Chicago, and was called from there to the chair of pedagogics at Normal. In 1893, after another period of study abroad, he was called to the chair of pedagogy at the University of Illinois, leaving there for the Buffalo position.

The resignation of Prof. McMurry from the University of Buffalo, means the practical absorption of the Buffalo school of pedagogy into the Teachers college. The study of education and the professional training of teachers, will, it is stated, be abandoned at Buffalo with the close of the present year, special measures having been taken to enable the students to continue their work under Prof. McMurry at Columbia university.

Another recent appointment at the Teachers college, is that of Dr. William Baird Elkin to an instructorship in the theory and practice of teaching. Dr. Elkin was graduated from Manitoba university in 1889, and became fellow in philosophy under Pres. Schurman, of Cornell. He was called from there to the chair of philosophy in Indiana university, and afterward in Colgate university. He then studied pedagogy in Berlin and Jena, familiarizing himself with the workings of European schools.

The executive committee of the Normal college trustees recommends the abolition of the training department, that the space which it occupies may be given over to the instruction of normal students. The committee will recommend also that the board establish a normal department, to increase the supply of trained teachers. This plan will require a two years' normal course, to follow high school training. At present the Normal college graduates 300 teachers. With the abolition of the training department, 500 can be graduated; but the demand is for between 700 and 800 a year. Nearly 400 are lost each year through resignation and other causes; 240 more are required, to keep up with the annual increase in the school population.

Brief Notes.

Exercises in memory of the late M. Louise Clausen, former principal of P. S. 168, will be held in that school Feb. 4, at 1.30 P. M.

Mary French Field will read her father's poems, and the Temple Male Quartette, of Boston, will sing at an entertainment to be given Saturday evening, Feb. 5, at 8 o'clock, at the Normal college, Park avenue, between 68th and 69th streets, under the auspices of the New York City Teachers' Association.

Miss Edna May Chase, a teacher in public school No. 16, Williamsburg, committed suicide last Friday night by cutting her throat with a razor. Miss Chase was twenty-three years old, and was graduated from the high school two years ago. Several months since she was the only person present when her younger sister died. She never recovered from the shock, and although she kept on with her teaching, she was for some time under the physician's treatment for melancholia. She undoubtedly took her life in a period of acute dementia, resulting from this malady.

The girls' department of public school No. 77, of which Miss Julia Richman is principal, has graduated the first class to enter the newly established high schools. The exercises were held January 26, the diplomas being distributed by Prin. John G. Wright, of the Twelfth street high school. Brief addresses were made by Assistant Supt. A. W. Edson, Commissioner W. H. Hurlburt, and Prin. Edward R. Page, of the boys' department of School No. 77.

Whitestone, L. I.—According to figures recently compiled by School Commissioner William Peck, the school buildings erected in 1897 in the district comprising the old townships of Flushing, Newtown, and North Hempstead amounted in value to \$560,000. This is divided as follows: Flushing, \$120,000; Little Neck, \$3,500; Bayside, \$25,000; Black Stump, \$8,000; College Point, \$70,000; Newtown, \$70,000; Corona, \$40,000; East Williamsburg, \$20,000; Laurel Hill, \$15,000; Maspeth, \$60,000; Woodside, \$25,000; Metropolitan, \$42,000; Westbury Station, \$8,000; East Williston, \$3,500; Roslyn, \$15,000. There are now in the towns of Newtown, Flushing, and North Hempstead thirty-two school buildings, at which 229 superintendents, principals, and teachers are employed. Of this number 118 are normal graduates and 110 are state and college graduates.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING FEBRUARY 5, 1898.

The publishers of *The School Journal* in the issue of February 6, 1897, offered a prize for the best article of not more than 2,000 words on "The Use of the Stereopticon in Teaching." The manuscripts were to be in the hands of the editors on or before August 1, the prize to be a "Normal Lantern," manufactured by J. B. Colt & Co., and valued at \$100. A large number of manuscripts were submitted in response, of which twelve were selected as representing the best thought on the subject. After careful study, the committee of award again selected as the three best the manuscripts coming from "A Student of Pedagogy," of the University of Pennsylvania, H. W. Foster, and Homer C. Bristol. As Mr. Bristol's article answered most completely the purpose desired, namely, to encourage investigation, he was awarded the prize. The article is printed in this number of *The Journal*. Mr. Bristol is principal of the new school No. 113, Brooklyn, N. Y.

The School Journal of Jan. 22 mentioned editorially the efforts of an Ohio printing firm to obtain the names and addresses of all the county and village teachers in the United States. It was apparent then that the scheme was for revenue only, and not, as the publishers of the circular pretended, "of, for, and by the teachers." A later communication issued by the firm announces that they have secured about 150,000 names, which they "will be glad to furnish at a very reasonable figure!"

The School Journal's nomination of United States Commissioner Harris for the superintendency of the schools of Greater New York has not met with much favor. Soon after the publication of the note in *The Journal* Dr. Harris was asked by members of the board of education to become a candidate, an honor which he promptly declined. Judge Draper was also urged to enter the field, with the same result. Mayor Van Wyck's dictum that no one need go outside of New York for anything or anybody may have much to do with the unwillingness of "up-state" and other educators to consider offers of appointment.

Mayor Van Wyck's attention is called to the fact that the great Broadway Tabernacle church (Congregational) has invited an "up-state" man as pastor, by a vote of 106 to 1. He is a graduate of Ohio college, is 38 years old, is now at Chelsea, Mass.; the salary is \$10,000. We have not heard of any clergymen in this city whining because they have not been preferred instead of this outsider.

With the present number is sent out a special New York City supplement of four pages containing a large amount of unusually interesting matter. It seems to be the wish, the majority of our subscribers that this feature be continued. There will probably be three special supplements each month, one devoted to the educational affairs of Chicago, the other two to those of the great metropolitan district covered by New York City and its suburbs.

The educational situation in New York city is decidedly problematic at the present writing. It was generally expected that Mayor Van Wyck would do something unexpected on February 1, but the old school boards remain and the "doom" did not come off. Wise people who are usually supposed to possess inside information are either perplexed or whisper inspirations of their own selves. One of the rumors now being silently circulated among the chosen is that some day Mr. Van Wyck will test his power of dismissal by dropping seven school commissioners experimentally. This is absurd, as Tammany Hall would never permit the mayor to add such a mistake to its debit. Another rumor which sounds at least more reasonable is that Mayor Van Wyck will order an investigation of the affairs of the school department. Being determined to find flaws, it will not be difficult to discover a sufficient number, which, judiciously magnified, will serve as a splendid excuse for Tammanizing the general school board.

The subject absorbing the greatest amount of attention just now is the election of a general superintendent of schools. As no outsiders are wanted, the choice will be limited to less than five people. It is understood that Mr. Jasper can have the position if he wants it, though some people believe that Mr. Maxwell controls the majority of votes. *The School Journal* takes exactly the same position with regard to both of them as stated in the issue of December 18. Mr. Maxwell's appointment would mean war in the camp, as the superintendents for Manhattan and the Bronx will not take kindly to his rule. Whatever preferences the reform element may have expressed for Mr. Maxwell, the fact remains that this very element also respects Mr. Jasper's judgment very highly, and will not do anything to antagonize him when it comes to a final vote.

This means, probably, that neither Mr. Jasper nor Mr. Maxwell will be successful in the election, but that a dark horse will win the race. This dark horse has recently returned from Australia, and the indications are that if Dr. Addison B. Poland will allow the use of his name, he will be the first superintendent of New York city. Dr. Poland is a man of rare tact, thoroughly democratic in his dealings with others, never loses his temper, has a clear head, and is conversant with the executive side of a great school system. Besides all this, he has kept up with the progress in educational affairs as few men have. He has served on the committee of Fifteen on Elementary Education and on the Committee on Rural Schools. His pedagogic judgment is sound, practical, and prompt. Both Mr. Jasper and Mr. Maxwell are his friends, as are all the members of the New York city board of superintendents, with which he has been connected for some time. As state superintendent of New Jersey, he fought against heavy odds for the adoption of the township system, and his success is so well known that it need only be recalled to prove his eminent skill in dealing with men and measures. No "up-the-state" or any other objection could be raised against him. In short, he is the man who *can* and *ought* to be elected.

It should be added that Dr. Poland has not entered the field as a candidate for the office. Indeed, he has been away from the city most of the time since his return from Australia, and has taken but little active interest in the contest. He has expressed himself as heartily in favor of the appointment of either Mr. Jasper or Mr. Maxwell. Nevertheless, the New York board of education should not hesitate to elect him. There is no doubt that he would accept the position; his health has been fully restored, he is as strong, vigorous, and ambitious as he ever was, and he is desirous of returning to work in the educational field.

The School Journal's first choice is:

for superintendent of New York city, . . . Addison B. Poland;
for deputy superintendent, A. P. Marble.

Second choice:

for superintendent of New York city, . . . John Jasper.
for deputy superintendent, . . . Addison B. Poland.
for superintendent of Manhattan and the Bronx, A. P. Marble.

Every fair-minded school commissioner who is at all familiar with the needs of the New York city schools, will agree with *The Journal* that no better selection could be made. Politics ought not to enter into the contest. Candidates who make political affiliations and other flimsy pretenses their principal claims, ought not to be considered for promotion of any sort.

The indications are that Mr. J. J. Little will be elected president of the New York city board of education. This would be a most satisfactory choice. Mr. Little is a man of sterling character and sound business sense, and could be depended upon to fill the office with honor to himself and to the great metropolitan district embraced in the new city of New York.

What will be done with all the new branches introduced in the course of study in recent years, is a problem of particular interest to special supervisors and their assistants. Mayor Van Wyck's pedagogic judgment, as aired in his amicable conference with Mr. Hubbell, is opposed to everything but cooking and sewing, since the supervisors of all other subjects have been brought into office by the dreaded reformers. He is especially opposed to manual training, as the only object this can possibly have in his opinion is a pugilistic one, he not knowing any other use of the hand. Still, even Supt. Luckey, of Pittsburg, had to submit to the arguments of the new education apostles, and perhaps even Mayor Van Wyck may be convinced that there are some people just as expert in pedagogy as he.

No one need seriously doubt that any backward steps will be taken. Mr. Jasper is heartily in favor of progress, and his decision will finally prevail. The only harm Mr. Van Wyck can do, if he insists on carrying out his own notions of teaching, will be to cut down the appropriations for educational purposes to so small a figure that it will be simply impossible to employ special supervisors.

In that event, the studies will not be abolished, for the superintendents will carry them on, but the work may be seriously crippled. New Yorkers in all the boroughs will not allow the schools to become the football of politicians. The mayor will soon find out that it is wiser to return to the tutelage under which he was during the campaign, and which kept him so spell-bound that many voters began to believe he was only a myth.

Radical Changes in Boston.

Boston, Mass.—A bill is to be introduced in the legislature providing for a radical change in the election and organization of the school committee. This is the result of the long and careful deliberation of a committee composed of representatives of various educational and reform organizations, of which Dr. Samuel Eliot is chairman.

The bill provides for a school board of twelve members instead of twenty-four. Nine are to be elected, three each year for three years, and three are to be appointed by the mayor, one each year for a three-year term.

The school board is to estimate the amount of the tax to be levied for the support of the schools each year, and this shall be collected by the city council as a part of the annual tax levy. The control of the amount is to be entirely in the hands of the school board, but the maximum levy is to be fixed by law.

The bill gives the superintendent great power, the aim being to centralize responsibility. He is to have the appointment, promotion, and dismissal of teachers, his action being final unless vetoed by a three-fourths vote of the board. With the advice of inspectors, he is to determine courses of study and to choose text-books.

A business agent is to be appointed, who shall be as authoritative in business matters as the superintendent is in educational matters. He is to attend to the details which now make such demands on the committees of the board, but which are regarded as no proper part of the duties of a school committee. The agent, under direction of the board, is to have the care of school-houses, attend to the purchase of school supplies, control the construction and repair of school-houses, and have the appointment and control of janitors and other employees.

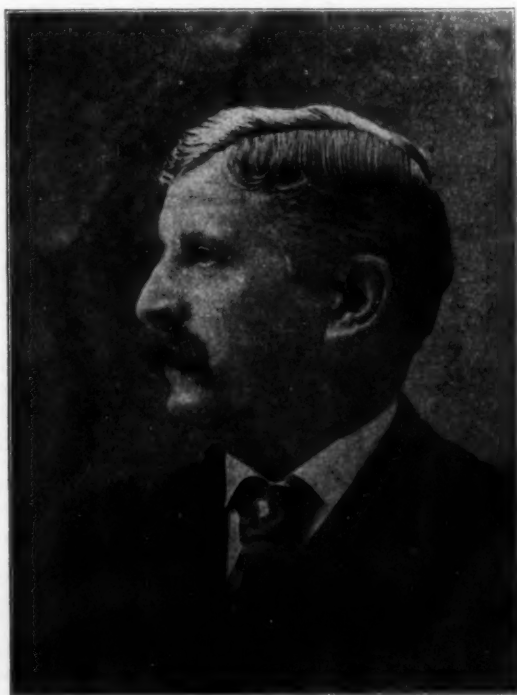
The superintendent is to have the aid of a board of inspectors directly under his authority. The examination of teachers and similar duties will be in charge of the inspectors.

A board of visitors is created by the bill, to include men, as well as women, appointed by the school board, to visit schools with a view to a larger knowledge of school affairs. There are to be visitors at large, not exceeding twenty in number, and local visitors, not more than three in number, for each school district.

An original feature is the provision for a school faculty, to consist of the superintendent, as president, the inspectors, and thirty teachers, elected by the whole body of teachers from their own number, and representing primary, grammar, and high school grades.

This faculty is to have regular meetings, to consider educational subjects, including discipline and sanitation, and at its pleasure may report to the board with recommendations.

The aim of the bill is to enlist the interests and abilities most valuable in school affairs, to centralize responsibility, and to make the school board a legislative body, like the board of overseers in a college, not frittering away time on details which are properly the duties of executive officers.



Re-elected for Three Years.

The Republican members of the New York legislature have unanimously decided in caucus to re-elect Dr. Charles R. Skinner as state superintendent. This is practically equivalent to an election, as the Republicans control the majority of votes.

Uniform Text-Books for Texas.

The law which provides for a uniform system of text-books for Texas will go into effect September, 1898. A text-book commission, consisting of five teachers, was appointed to examine in executive session all books sent as samples upon which bids were based, and to report upon the books without respect to price, taking into consideration chiefly the merits of the subject-matter, though having a proper regard to the material and make-up.

The commission reported on text-books on each subject, grading their merits on a basis of 100, naming the books in the order of their grading.

The selections were made by a text-book board, comprising H. C. Pritchitt, State Supt. J. M. Carlisle, the attorney-general, the secretary of state, the state comptroller, and Governor Culberson.

The text-book commission worked about sixty days on their report, and the text-book board spent a week in executive session.

The following books were selected by the text-book board: Readers: Stickney's First, Second, Third, and Fifth Readers, published by Ginn & Co., and Woodward's Fourth, published by Woodward & Tiernan.

Arithmetics: The Sutton & Kimbrough series, published by D. C. Heath & Co.

Language Lessons and Grammars: Hyde's Lessons and Grammars, published by D. C. Heath & Co., and Whitney & Lockwood's Grammar, published by Maynard, Merrill & Co.

State History: Pennybacker's History of Texas.

Geographies: The Rand-McNally series, published by Woodward & Tiernan.

Spellers: Benson's Two Practical Spellers, published by D. C. Heath & Co.

Physiologies: Hutchinson's series, published by Maynard, Merrill & Co.

Copy books: Zaner, Ware & Webb, published by Zaner, Ware & Webb.

The selection of a United States history and a physical geography was postponed till February.

The books selected are to be used in all grades below the high school for five years.

Mr. J. P. Burke, who represented the educational department of the Eagle Pencil Company, in Chicago, died at his home in Chicago, Jan. 23. Always energetic, Mr. Burke had proved himself to be a successful business man. He had been with the Eagle Pencil Company for some time, and his loss is keenly felt.

Mr. Neely on the Loud Bill.

F. Tennyson Neely has written a letter to "The Fourth Estate" of Jan. 27, giving his reasons for opposing the Loud bill. He claims that it would injure the country newspapers by preventing the offering of another publication with their newspaper at a nominal price. A deficit arises from the fact that the government favors the express companies by allowing them to carry matter which would be a great source of profit to the government, at rates with which the department cannot compete. Tons of free matter are sent by mail, which, if charged against the department for which it is carried, would yield the government a profit instead of a loss.

The bill also proposes to compel the newspapers to pay one cent per pound, even though the papers may be carried by trains chartered expressly for the purpose. This is manifest injustice.

A great abuse is the mailing four times of second-class matter from news agents. If this were allowed but twice, by the publisher to the news agent or back again, it would be an immense relief to the mails. If the laws regarding the sample copy and the rights of a news agent are properly enforced, there would be no need of legislation against the sample copy.

Educational Bills at Albany.

Senate Bill No. 9, introduced by Mr. Grady, gives the mayor power to remove the members of any board of education or any members of any school board in any borough of New York city, within three months after the passage of the act. Also Assembly Bill No. 5, introduced by Mr. Donnelly.

Senate Bill No. 23 appropriates 5 per cent. annually of all excess money or fees accruing to the city from excise licenses to the teachers' retirement fund, the total not to exceed \$100,000 in one year.

Senate Bill No. 200, authorizes the board of estimate and apportionment to raise \$175,000 a year for the normal college of New York.

Assembly Bill No. 99, provides that no regular teacher in the public schools of Brooklyn shall be paid less than \$600 a year, nor any teacher who has served ten years less than \$800, nor any vice-principal or first assistant less than \$1,400, and that the salaries of the women principals shall be increased \$250 a year to the limit of \$2,500.

Assembly Bill No. 110 provides that the terms of the board of education of Long Island City and of all other boards of education within the territory consolidated into the City of New York and of the trustees of common schools included in the City of New York shall be abolished on July 1, 1898, instead of Feb. 1, and that the jurisdiction and powers of school commissioners in the boroughs of Richmond and Queens shall expire at the same time.

American Influence in Hawaiian Schools.

The leading educational institution of Hawaii is the Kamehameha schools, founded by Mrs. Bernice Bishop, a high-born native who married an American. In the schools American influence is everywhere apparent. The instructors in the girls' school are all American women, and the school-room walls are ornamented with engravings of Lowell, Whittier, Bryant, and Longfellow. Among the teachers in the boys' school are graduates of Wesleyan, Harvard, Brown, Pratt Institute, Worcester school of technology, and Oswego normal. Among their favorite literary selections are, The Clambered Nantilus, and Lincoln's Speech at Gettysburg, while in the library are many of the most prominent American magazines.

Healthfulness of Teaching.

Some figures were given in *The Journal* pertaining to the death rate among teachers; statistics on England covering 1890, '91, '92 show that among the following classes of adults between 25 and 65 years of age there will die annually 533 ministers, 563 farmers, 604 teachers, 632 farm laborers, 1,509 general laborers, 1,829 dock laborers, 2,030 innkeepers.

The teacher can find considerable consolation in finding his occupation is one of the most healthful known. It is well to let the pupils know that whiskey selling is the most unhealthy of all kinds of occupation. It has been claimed that whiskey-drinking is not unhealthy, but figures disprove it.

The First Kindergarten in America.

Columbus, O.—The first practical kindergarten in America was started not, as is generally supposed, in the East, but in this city. The name of the kindergartner was Miss Caroline Louisa Frankenberg, and she was a native of Hanover, Germany. The humble one story frame house in which this quaint spinster labored to inculcate the theories of the master, says the Chicago "Record," is still standing.

Beyond a few articles on Froebel in Dr. Barnard's "American Journal of Education," nothing was said in America relative to kindergartens, nor was any attempt made to put Froebel's theories to a practical test, until Miss Elizabeth Peabody went to Europe and studied the kindergarten established and taught by Froebel himself. Meanwhile, unknown to the East, the Columbus school was making a desperate struggle to breathe. Miss Frankenberg made her first visit to Ohio in 1838, to return to Germany in 1840. Previous to this she lived, it is asserted, for a time in Froebel's household and was identified in some manner with the educational institute at Keilhau.

In an essay on "The Renewal of Life," printed by Froebel in 1836, the master pointed to the United States as the country best fitted to receive his educational message and to profit thereby. Undoubtedly this prophecy precipitated Miss Frankenberg's journey to America two years later. But the time was not ripe for the woman or the cause. Returning to Keilhau in 1840, Miss Frankenberg taught six years under Froebel's direction; then Dresden shared her labors for eleven years, when she again set sail for America and established the kindergarten at Columbus.

With the greatest difficulty, Miss Frankenberg gathered a few pupils into her modest room. The highest tuition she received was 75 cents a week per pupil. To the parents the making of paper birds, boats, caps, modeling in clay, marching and singing, were simply child play—a capital way to amuse children and keep them out of mischief. Of the underlying principle or motive they had no conception. As Miss Frankenberg taught in the German language the kindergartner found few patrons among the English-speaking population. To this fact, no doubt, was largely due its slow growth.

Miss Frankenberg was an accomplished woman of force and determination. There was much of the aristocrat in her manner and bearing. To eke out a living she was finally forced to add lace-making and needlework, in which she was skilled, to her school.

Disabled by an accident, she became in her 60th year an inmate of the Lutheran orphan home and asylum at Germantown, Pa. In that institution she successfully introduced the kindergarten system in 1865. Miss Peabody is said to have visited her there and got many of the Froebel ideas she tried to put in practice in her tentative efforts at Boston before she visited Europe.

Gift to Beloit College.

Beloit college has recently received a gift of \$25,000 from a man in the East, who stipulates that his name shall not be given to the public. The money is to be applied as an endowment for the chair of chemistry, now occupied by Prof. E. G. Smith.

Manual Training Needed.

Pittsburg, Pa.—The need of manual training schools for Pittsburg is being felt more than ever before. The demand for trained hands, says the "Dispatch," is pretty well met; that for trained minds is more than supplied; but of trained minds and hands in combination, the supply is far from being equal to the demand. Yet, there are young men, not long out of school, anxiously seeking work by which to earn a livelihood. Many of them have good mental training, but are

unable to get along as well as those less fortunately situated in their earlier years, who were compelled to learn to work while they should have been in school.

Had these young men from the schools, high schools, and even colleges had the advantage of manual and industrial training in connection with their literary and scientific courses, they would now be prepared to enter the factories to operate machinery that needs to be controlled more by intelligence than by physical force. There is not a manufacturer or superintendent in the Pittsburg region who has not felt the need of such men.

New York State Report.

Albany, N. Y.—The report of State Supt. Skinner gives the statistics of the schools of New York state for the past year as follows:

The total expenditure for school purposes was \$26,689,856, as compared with \$23,173,830 the previous year. Of this, \$7,537,212 was devoted to rural districts, and \$19,152,644 to cities, an increase of \$3,610,573 in city districts and a decrease of \$94,547 in rural districts. The amount of salaries paid to teachers in cities was \$9,158,205; in rural districts, \$5,001,854.

School buildings erected, repaired, and equipped, involved an expenditure of \$8,398,676, of which \$1,171,976 was spent in country districts.

There are 11,738 school districts in the state, as compared with 11,800 one year ago. There is a decrease of 83 in the number of districts in the country, an increase of 20 in the cities. The value of school-houses and sites is \$66,077,600, the city schools being valued at \$49,784,983. The increase in the valuation over the previous year is \$5,774,474, confined exclusively to city districts.

The number of teachers employed in the state is 34,363, of whom 5,461 are men and 28,902, women, an increase of 565 over last year. In cities 15,283 teachers are employed, and in the country, 19,102, an increase in the cities of 1,794 and a decrease in the country of 1,229 over the previous year.

The average salary paid to teachers is \$495.43, an increase of \$8.06. In cities the average is \$720.09, a decrease of \$5.10, and in the country it is \$312.12, an increase of \$5.94.

The report shows 1,203,199 children in school between the ages of five and eighteen, of whom 685,803 live in cities and 517,396 in the country, the increase over last year being 17,091.

The Bay-State Report.

Boston, Mass.—The sixty-first report of the Massachusetts state board of education has just been given to the legislature, and presents many facts indicating the progressive spirit of Bay State educators. These features, according to the report, continue to dominate the public school movements in Massachusetts:

1. Enrichment of elementary programs.
2. Consideration of ways and means to reconcile the breadth of an enriched program with reasonable thoroughness of instruction.
3. A spirit to open the way for the capable child to rise more rapidly through the grades.
4. Consolidation of feeble and scattered rural schools.
5. Growth of the conviction that the schools all need skilled supervision as much as business enterprises that have it.
6. Remarkable development of the high school system.
7. The trend of the colleges, as in the case of Harvard university, toward recognizing in their admission requirements the general, as well as the classical courses, of the high schools.
8. Great progress in school-house construction, sanitation, and equipment.
9. An improvement in teachers' salaries, noticeable in the general averages of the state, but not in all cases where improvement is needed.
10. An increasing earnestness of demand for scholarship, professional training, and heart in the teacher.
11. The surprising public endorsement of the seemingly antagonistic policies of increasing the number of normal schools and, at the same time, of seriously raising their standard of admission.
12. A growing interest in school matters on the part of trades, citizens' associations, women's clubs, and non-professional educational societies.
13. Growth of the feeling that the principle of individualism or localism in school management should not be permitted to exhibit itself anywhere in depriving children of good schooling and the state of that better citizenship to which good schooling leads.

The statistical features of the report are also in the main encouraging. There are 4,501 public schools in Massachusetts, a decrease of thirty-eight from last year; but this is more than offset by an increase of 404 in the number of single classrooms, making a total of 9,557 in the state. The average attendance of pupils during the year was 334,945, an increase of 13,260. Teachers employed, numbered 12,843, an increase of 568. Of the teachers, 1,120 were men, an increase of 42; 11,723 were women, an increase of 526. The average pay of men teachers is \$144.80 per month, a gain of \$8.77; of women,

\$52.20, a gain of \$1.90. There are fifty-nine towns where the average pay of women is from \$20 to \$30. The average length of the school year in the state is nine months and six days.

The cost of the public schools last year was \$12,390,637.92, being an increase of \$561,447.31 over the preceding year, an amount equal to \$4.72 on each \$1,000 of valuation in the state.

The practice of appointing teachers annually exists in all the cities and towns of Massachusetts, except in 135 towns and cities where, under the tenure of office act, teachers are appointed to serve during the pleasure of the committee.

Twenty-three cities are required by law to maintain a manual training department as a part of the high school system. Fourteen cities have complied with the law, and two more are nearly ready to do so.

There are ten normal schools in the state, four having been recently opened, having 720 pupils; 262 high schools, an increase of 4 over last year, with 1,283 teachers and 36,288 pupils, an increase of 1,905. The average salary paid to a high school principal is \$1,383.63. Fifty-five towns and cities have evening schools, with 1,352 teachers and 29,800 pupils, at an annual cost of \$185,862.42. There are 155 school superintendents, three receiving \$4,000, or more, thirteen receiving from \$3,000 to \$4,000, thirty-two from \$2,000 to \$3,000, 103 from \$1,000 to \$2,000, and thirteen below \$1,000.

The number of men serving as school committees is 1,440; women, 232; committees having no women members, 194. Text-books and stationery cost \$578,146.59 last year, an average of \$1.59 per pupil.

"The key to the school situation in Massachusetts," declares the secretary, in closing his report, "is the well-trained and competent teacher. The school rises or falls with the teacher. Hence, the necessity for normal schools, superintendents of schools, standards of qualification, and all educational helps to insure the preparation, the selection, and the continued inspiration of the teacher. Hence the necessity for good school-houses, good sanitation, good text-books, good school appliances, and good conditions, in general, to reinforce the teacher. Hence the need of local enterprise, with state co-operation, where needed, to raise the money necessary to give the humblest school good teaching, and some of the advantages, at least, of schools now more highly favored."

Schools of Maine.

Augusta, Maine.—The report of State Supt. Stetson shows the greatest needs of the schools of Maine to be "better physical surroundings, more complete and competent supervision, better equipped teachers, more intelligent arrangement, and thorough mastery of subjects studied, better instruction in manners, morals, economy and citizenship, and higher literary and art ideals."

Replies to questions sent out by the state superintendent show that 96 per cent. of the local school superintendents are engaged in other occupations, and can give the school work only such time as they can spare from their regular business. "The work done by these men must necessarily be, to a great extent, haphazard in character and unsatisfactory in results."

The question of training teachers, says Supt. Stetson, is a financial, as well as a moral, one. The state must fail of providing the schools with efficient teachers as long as the standard of entering upon the work is permitted to remain at its present low mark.

Of the pupils, he says: "It is unfortunate that there does not exist in the minds of school officials, teachers and parents, a well-defined idea of what a common school should be. It is equally unfortunate that there is no accepted standard of what this school should do. Our courses of study indicate that their compilers have felt that the results of thinking are of greater value than the processes by which they are reached. The children are overloaded with too many and too great a variety of facts at the same time."

"Our public schools have as their primary function the promotion of good citizenship. If they fail to perform this function, they fail of the purpose for which they are maintained."

Under the law recently passed permitting the state superintendent to examine teachers and issue grade certificates, six per cent. of the teachers taking the examinations are entitled to first-grade certificates. Twenty-three per cent. received the second grade certificate. A plurality of all took the third grade, which will continue to be the standard required for rural schools. In this rank the defects seemed to be in the papers on history, civics, theory, and practice of teaching, and in nature studies.

To the law passed by the last legislature to the effect that towns may be grouped under the supervision of one man, who shall be properly educated for the purpose, and shall give his whole time thereto, educators are looking for a vast deal of good to come. It is expected that this method is able and likely to produce a personal interest and professional pride in the men placed over these schools, which cannot fail to increase largely the benefit derived from them.

Manual training was introduced in the schools of North-eastern Maine, where the descendants of the French Acadians predominate, three years ago. Though the tools are mostly home-made and few in number, with them the children have made sleds, harrows, shovels, plows, and other farming tools

weaving-loom, and spinning-wheels, rugs, quilts, sleighs, wagons, balances, a full kit of blacksmith tools, including an anvil, and numerous other things. The school yards have been cleaned up, plants grow in the windows, and maps, on manilla paper, show remarkable knowledge of this work, for children so young. Says Mr. Stetson: "These children are distinguished for ease and grace of manner, knowledge and observation of conventional forms, and pleasant voice."

Of the teachers, the report says: "A large proportion of them are taking one or more educational journals, and the results are manifest in their school-room work. Over 95 per cent. of them attended the recent teachers' meeting in this locality."

These facts are especially encouraging in view of an inquiry made not so very long ago by the state superintendent, which elicited the fact that "very few of the superintendents give their whole time to the work of the schools; that very few of them have the necessary scholastic or professional training to fit them for their work in the school; that very few of them know how to give practical assistance to teachers; that a large number of the teachers have not the necessary training to make them as useful as they might be; that many of the teachers were teaching their first term, and that many more were never located in any one school longer than one term; that thirty-two per cent. of the teachers were never examined as to their fitness; that many of the teachers are related to the superintendents who engaged them."

Minnesota Educational Association.

(Continued from *The School Journal* of Jan. 8.)

THURSDAY, DECEMBER 29.

The first discussion of the morning was on "The Place and Importance of Social and Civil Ethics in the Education of Our Youth." Pleas were made for the introduction of a moral code into the school course, and several advocated a course of ethics as a safeguard for the government. O. C. Wyman, of Minneapolis, thought morality, if successfully taught, must have its foundation in religion, although he did not advocate the teaching of any creed in the public schools. The Rev. S. G. Smith argued that what was needed in the public schools was a deeper sense of obligation and appreciation of the moral order of the world.

A symposium by well-known women in the state federation of women's clubs followed. Miss Margaret J. Evans, the president, made an eloquent plea for co-operation. Miss Evans invited the teachers to join the women's clubs, and to co-operate in the work of the federation. The mothers and the teachers should labor together in the work of training loyal citizens, and the most effective way of doing this was through the co-operative work of the women's clubs and the teachers. Dr. Folwell opened the discussion by saying that he did not consider the school the chief place for moral instruction. It was the duty of parents to ground the children in manners, as well as in morals, before they entered the school-room. Experiments in moral training should be undertaken carefully, and the influence of the teacher was lost as soon as she began to moralize. Her power lay in her own actions and in her daily comings and goings. He suggested teaching the penal law as a basis for moral instruction.

The afternoon was given to work in the sections. The topic of the civics branch was "The Place of the Historic Novel in the Teaching of History." The county superintendents discussed the problem of the rural school, the principal point being centralization of districts. The high school teachers considered the subject of "English in the High School." The president of the associated school boards, Dr. W. A. Hunt, read before that section a paper on the "Position of the School Board in the State's Educational System." Mr. William L. Tomlins, of Chicago, lectured before the music teachers, emphasizing the relation of the song voice to the child. Other subjects discussed were: College section, "The Cultivation of the Ideal in College Education;" graded school section, "The Function of the Graded School;" elementary section, "Sense Training in Primary Grades."

In the evening, Dr. Nicholas Murray Butler, of New York city, addressed the teachers on "The Scientific Study of Education." The lecture was followed by a reception given to the members of the Educational Association by the State Federation of Women's Clubs.

The newly-elected officers of the association are: President, Supt. A. E. Engstrom, Goodhue county; general secretary, J. D. Bond, St. Paul; recording secretary, Miss Lora Levens, St. Cloud; treasurer, F. F. Farrer, White Bear. During the session, telegrams of congratulation and greetings were received from the executive committee of the National Educational Association, Washington, D. C., from the North Dakota Educational Association, and the Oklahoma Educational Association, all of which were then in session.

Oregon Notes.

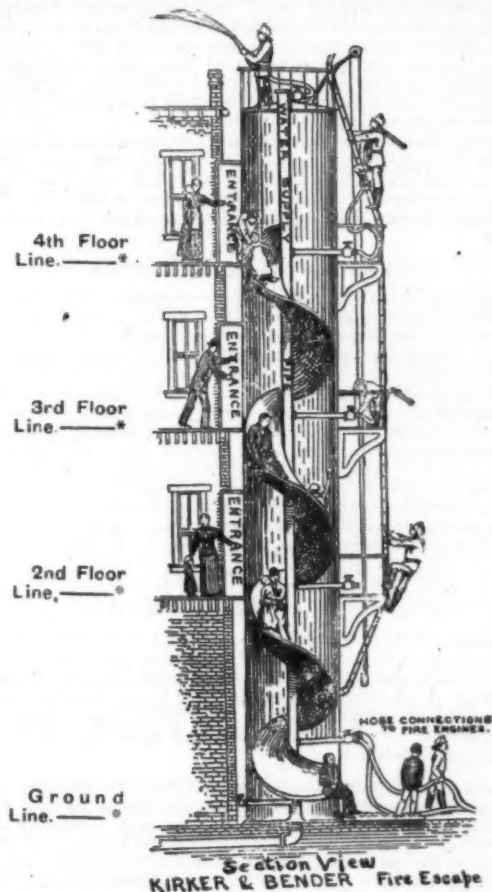
Portland, Ore.—The annual meeting of the Oregon State Teachers' Association, was held at Portland, Dec. 28, 29, 30. One pleasant feature of the meeting was the evening sessions at which able speakers presented to the general public their best thoughts on various subjects of interest.

Vertical writing is now taught in the public schools of Portland, from the lowest primary grade to the high school.

E. H.

An Improved Fire Escape.

Louisiana, Mo.—The school board of this place is to be congratulated on the improvements in school equipment in a year's time. Within that time they have built a very handsome ward school of eight rooms, costing \$14,000, furnished the laboratory with additional apparatus, costing \$500, bought new library books, costing \$265, and supplied children with



Patents Issued Dec. 6, 1892, Oct. 10, 1893, April 24, 1894

supplementary readers, costing \$50. Of especial interest is the new \$1,000 fire-escape attached to the three-story central school, which will make the top floor fully as safe as the first in case of fire or panic. The accompanying illustration shows its construction. It is a well-tried and successful device. Mr. A. W. Riggs, the superintendent of schools, is a live man, and as long as he is retained there will be steady progress.

The Chattanooga Meeting.

Superintendents can reach Chattanooga by two main routes: By the Southern Railway, which leaves New York, via the Pennsylvania Railroad, at 12.05 (night), and at 4.20 P. M. By the Norfolk and Western Railway, which leaves New York foot of Liberty street at 3.30 P. M. The price is the same by either route.

FROM THE WEST.

The train leaves Cincinnati by the Queen and Crescent route at 8.30 A. M., and 8 P. M. From Louisville at 7.45 P. M. The prospects now are of a good meeting.

Rates to Chattanooga.

New York to Chattanooga and return, good for ten days, \$27.50. Sleeping cars, \$5.50. Rates from Cincinnati to Chattanooga and return, \$10.15. Sleeping cars, \$3.25. This is the Queen and Crescent Railroad. There are two routes from New York, via the Southern, and via the Norfolk and Western.

Lookout Inn will be opened on February 19, in ample time for the meeting at Chattanooga February 22 to 24. Supt. Barrett, of Chattanooga writes: "The rates are \$2.00, \$2.50, \$3.00, and \$3.50 on different floors and transportation from the city to the mountain top has been almost cut in two." This announcement is made because in the last issue of *The School Journal* the statement was made that the Inn would not be open. The change has been brought about by earnest efforts of a few friends of the department.

Methods of Teaching Deaf Mutes.

The fortieth annual report of Dr. Edward M. Gallaudet, president of the Columbian Institution for the Deaf and Dumb, has been submitted to the secretary of the interior. The report refers to his visit to European schools for the deaf and dumb during the past summer. The schools he classifies according to the methods of teaching, these being first, the natural or manual method, based on a free use of gestures; second, the oral method, developing the power of speech, and training the eye to discern the meaning of spoken word from position of the vocal organs; third, the combination of the two systems. Comparison of the results obtained leads Dr. Gallaudet to favor the third system. Few of the European schools are using this system, however. Yet the most highly educated deaf mutes of Europe and a number of teachers in the oral schools have expressed the opinion that the third system secured the best results, and hoped before long to see it adopted.

In this country the combination system is almost universal. Out of the 55 public schools of the country, only 5 use the pure oral method, and these 5 have but 567 pupils out of 10,086 in all the public schools. In the 50 schools where a combined system is employed more than 4,000 out of the 9,519 pupils are taught to speak.

Boards of Education Organize.

Columbus, Ohio.—A convention of members of Ohio boards of education resulted in the formation of an organization to be known as "The State Association of Boards of Education of Ohio." The objects of the association are to adjust differences of public opinion regarding the public school fund. The sentiment of the association was strongly in favor of maintaining kindergarten and music departments in the public school system.

Members from the rural districts favored manual training, because of its obvious advantages to their boys and girls. The officers of the association are: President, Mr. Frank Rathwell, Columbus; first vice-president, Mrs. Cotton Mather, Hillsboro; second vice-president, Mr. T. M. Seigler, Dayton; secretary, Mr. M. A. Gemmender, Columbus; executive committee, Mr. E. R. Montfort, Mr. Mason Evans, and Mr. W. S. Wayland.

Items of Live Interest.

Newark, N. J.—Dr. Samuel A. Farrand, head master of Newark academy, has just completed his fiftieth year of educational work. He began his study in a country school in Michigan, but at the age of eighteen removed to New Jersey, where he taught in his brother's school. He was the leader in starting the Newark academy. Princeton has conferred upon him the degree of Doctor of Philosophy.

Plans for the coming session of the Catholic summer school were arranged by the trustees at the meeting of January 26. In addition to the lecture courses given last year a number of new subjects in university extension work will be taught. New members were elected to the board of trustees as follows: James G. McGuire, mayor of Syracuse; Thomas J. Garan, Boston, and the Rev. James P. Kiernan. The old trustees holding over are the Rev. M. J. Lavelle, the Rev. D. J. McMahon, John B. Riley, and Major John Byrne. The Rev. Dr. John Talbot Smith will manage the college camp.

The publishing house of Leach, Shewell & Sanborn, Boston, announce a change in the partnership, which went into effect Jan. 1. Mr. Benj. H. Sanborn, in withdrawing from the firm, continues the publishing business under his own name. Leach, Shewell & Co., in place of Leach, Shewell & Sanborn, assume the obligations of the old firm, and continue its work.

Pittsburg, Pa.—After a three hour session, the central board of education of Pittsburg adopted the new course of study, by a vote of 23 to 8. As was stated in *The School Journal* two weeks ago, the revisions as recommended by the majority committee on course of instruction, were bitterly antagonized by a minority of the committee, City Supt. Luckey being the leader of the opposition. There was a full meeting of the board, Pres. W. H. McKelvey being in the chair. In spite of attempts on the part of the minority committee to have the decision postponed, the majority report was read. The reading occupied fifty-five minutes and after much further wrangling it was finally adopted. A vote of thanks was given to the following members of the Principals' Association for their assistance in the preparation of the new course of study: Miss Jennie Ralston, of the normal department of the high school; Miss Louisa J. Taylor, of the Mount Washington schools; Miss Nannie Mackrell, Moorhead; Samuel Andrews, Howard; J. M. Logan, Peebles, and J. K. Ellwood, Colfax.

Orange, N. J.—The report of the board of school visitors for 1897 shows 1,323 children of school age in the town, a gain of 76 over the year before. Thirty-one teachers were employed; all women but one. About 150 new books have been added to the school library during the past year, making a total of 652. The amount for free text-books and supplies was \$1,386.70. The total number of pupils registered was 1,311; average attendance during fall term, 880.29; winter term, 858.68; spring term, 843.95.

The Jersey City board of education has requested the board of finance to issue bonds for \$250,000 for a new high school.

Washington, D. C.—Many of the children of officials of the foreign legations here attend the public schools, and are said to be bright and attractive pupils, popular with teachers and school-mates, and taking high rank in their classes.

Philadelphia, Pa.—Director Enoch W. Pearson reports gratifying progress in the study of music in the public schools. The pupils are earnest and enthusiastic, and the teachers devote much of their spare time to the study and practice of music.

Philadelphia, Pa.—At a monthly meeting of the Herbart club, an interesting paper on "The Psychological Aspect of Moral Education," was read by Theodore L. McDowell. To understand the moral nature of the child, he said, we must study his native instincts and impulses, and their development at each period of his life. Development of character is the ultimate end of all school work. Character is divided into force, the power of initiating and executing; judgment, the intellectual side of character; and personal responsiveness, the emotional side. These the teacher must study to develop the character and morality of the child.

Albany, N. Y.—A bill has been introduced in the Assembly, extending the term of office of the board of education of Long Island City and other annexed territory, from Feb. 1 to July 1, 1898, for the purpose of closing up the business of the school year.

At a recent school examination in London an inspector was determined to get a correct answer from a phenomenally dull boy. So he said:

"If your teacher gave you two rabbits, and I gave you one, how many would you have?"

"Four, sir," replied the lad.

"Impossible!" replied the inspector, getting impatient; "two and one cannot make four."

"Please, sir," said the little fellow, "I've got a lop-eared one already."

Circular No. 2 of the University of Texas school of pedagogy contains the report of the committee of fifteen on "Correlation of Studies." With this are given fifty suggestive questions for the use of the students.

State Supt. Baxter, of New Jersey, in his annual report, notes the recent improvement in the heating, ventilating, and sanitary appliances of the schools. He recommends that the legislature empower the state superintendent to procure plans and specifications for school buildings and to loan the same to school districts desiring to erect buildings. Hereafter no school building shall be erected until the plans for construction have been approved by the state board of education.

Philadelphia, Pa.—On Feb. 1, the Alumnae association of the normal school for girls celebrated the semi-centennial of the institution with appropriate ceremonies. The association has more than 1,700 members.

At a recent meeting of the Household Economic Association, in New York city, Dr. Grace P. Murray made some practical suggestions regarding education from a physician's point of view. In speaking of the work of the school-room, Dr. Murray said: "The studies which require attention and labor for comprehension, such as mathematics, ancient languages, and grammar belong to the school work. The vocabulary of modern languages, the salient facts of history, and the simple facts of science should be obtained at home."

In another connection she said: "It is sinful to make a child conscious of its clothes. Monstrous hats with frills, dresses loaded with embroidery, sashes of peculiar color and extraordinary size, not only make a child conspicuous, but keep it from its natural gambols and play, and warp it mentally, morally, and physically."

Mr. John C. Willis, of the Southern normal school, at Bowling Green, Kentucky, instructs more institutes in that state than any other man, and has done so for five years. Twenty-seven institutes have been offered to him for the season of '98, and while he will not accept all, he will work in more than twice as many as any other Kentucky instructor.

West Bridgewater, Mass.—Supt. George C. Howard is a self-confessed forger to the extent of at least \$600 and is under arrest. The charge is that of forging the indorsement to a note of \$600, now held by the People's Savings Bank of Brockton, and it was at the instigation of the directors of the bank that the arrest was made. The note dated Dec. 29, 1879, is to run six months.

Madison, Wis.—Prof. M. V. O'Shea, of the University of Wisconsin, has just completed a course of lectures upon the psychology of drawing in the normal art school, Boston. He lectured recently at Elgin, Ill., and made addresses at Rochester, N. Y., and other places on his way east.

Cambridge, Mass.—Mr. B. W. Roberts, of the Allston school has been in educational work in this city for fifty years. He has recently been honored by having one of the new schools named for him.

Col. Francis W. Parker, of the Chicago normal school, with Mrs. Parker, will go to Hawaii next summer to take charge of the department of pedagogy in the summer school. The school is conducted by Henry S. Townsend, inspector general of the Hawaiian schools. Col. Parker has suggested that in preparation for the discussion of the subjects upon which he will speak, the teachers study his "Talks on Teaching" and "Talks on Pedagogics" with the Cook county normal school course of study.

Auburndale, Mass.—Mrs. Mary McArthur Tuttle, widow of Prof. Herbert Tuttle, of Cornell university, will give, at Lasell seminary, a course of lectures on color, as follows:

Color theoretically and practically considered; applied to "Exterior Decoration"; "Interior Decoration"; "Dress or Costume"; "Pictorial Art"; "Industrial Art." Stereopticon pictures from the old masters and modern art. This course, or parts of it, has been given at Drexel institute, Norwood institute, Adelbert college, Wells college, University of Pennsylvania, Chautauqua, as well as before many clubs and associations.

Cambridge, Mass.—The corporation and board of overseers of Harvard college have instituted a degree of master of science. The giving of the degree has been committed to the faculty of arts and sciences, subject to the regulations in the statutes. The degree will be maintained for the promotion of advanced study in some field of science, and it will never be given as an honor.

We are sorry to record the fire at the Central School Supply House of Chicago, on Jan. 15. The fire department rendered prompt, efficient service in extinguishing the flames, and in rescuing the employees of the company. Nearly the entire loss is covered by insurance, and new quarters were in running order within twenty-four hours after the fire. The business will be continued as heretofore, and the manufacture of goods promptly carried forward.

Boston, Mass.—At the regular meeting of the New England Conference of Educational Workers, held in the English high school, Mrs. Mary A. Livermore spoke on "My Recollections of the Public Schools of Boston." Dr. E. E. Hale discussed the "Methods of Public Education Sixty Years Ago, as Compared With Those of To-day." He said that the educational system in his day was much like the snakes of Ireland; there was none. He emphasized the need of developing character, as a higher necessity than that of the mere imparting of knowledge.

In the consolidated statistics showing the success with which candidates have passed the tests of the state medical boards during the past year and the last six years, the woman's colleges stand at the head. The woman's colleges are less fully equipped, and have smaller faculties, and the women have won their position upon merit alone. It is believed that this result is due largely to the fact that a young woman is usually willing to take a full preparation for her professional study, and is not so eager to get into practice that she will cripple the quality of her work by insufficient general education.

We are glad to hear of Prof. Truman H. Kimpton's recovery from his recent illness. Prof. Kimpton is favorably known as the representative of the publishing house of Leach, Shewell & Co.

Two American college graduates have found their field in the Huguenot college, at Wellington, Cape Colony, Africa. Miss Martha Veeder, of Cornell, is professor of mathematics and Miss Alice W. Kellogg is teaching English.

Waukegan, Ill.—Mrs. Jessie C. Rogers and Dr. Beatrice Pearce have been chosen as members of the board of education of this city.

The Bovinine Company has moved from its old quarters in West Broadway, to handsome quarters at 75 West Houston street, adjoining West Broadway. Mr. Henry F. Champney, the vice-president and manager of the company, well deserves his success; no man is more popular with the newspaper fraternity. The beef juice food they manufacture is by far the best and most popular in the market, and physicians are convinced of it and prescribe it daily for their patients.

Our readers' attention is called to the advertising of the Holden Patent Book Cover Company, on another page. The strength of their book covers registers from 113 to 116, while the others are 75 and 62 at the most. The scale weight of the Holden Book Cover is 240 pounds per thousand sheets, while others are 210 and 160, and theirs are more quickly adjusted than any other book cover in the market.

Since the Continental hotel has been extensively repaired and came under the management of its new proprietor, Col. L. U. Maltby, it has gained continually in popularity and is, without doubt, to-day one of the best, if not the best conducted hotel in Pennsylvania. Tourists can secure rooms, either on the American or European plan, the latter costing from one dollar upward. Rooms, table, and service cannot be excelled in this famous hostelry.

School Law.

Recent Legal Decisions.

Compiled by R. D. Fisher, Indianapolis.

SELECTING A COUNTY SUPERINTENDENT—TIE VOTE.

The successor of an Indiana county school superintendent was elected by a vote of 6 to 5, the county auditor casting the deciding vote. The superintendent in office had previously persuaded his five friends in the board to vote each for a different person, so that his opponent could not claim a tie vote. The lower court held that the man receiving 6 votes was elected. On appeal, the supreme court of the state upheld the decision of the lower court. *State ex rel. Morris vs. McFarland*, Ind. S. C., Jan. 7, 1898.)

LOANING THE STATE SCHOOL FUND—WHO MAY FORECLOSE FOR THE DEBT.

1. Where the constitution declares the permanent school fund of the state shall remain forever inviolate and intact, and that the interest of the fund shall be expended for school purposes only, the legislature cannot enact a law directly or indirectly diverting the fund or its interest to other purposes.

2. The state board of land commissioners may loan the school fund, but cannot bind the state beyond the authority given them by law.

3. This board cannot employ an attorney to prosecute the foreclosure of a mortgage wherein the state is a party, to collect a debt arising from a loan of the school fund. The district attorney is the proper prosecuting officer. (*State vs. Fitzpatrick*, et al., Idaho, S. C., Nov. 15, 1897.)

TOWN NOT LIABLE FOR TEACHERS' WAGES.

1. When a town is not liable for the board or wages of a district school teacher, it cannot be made liable by a vote of the town.

2. The right to appropriate to specific uses all moneys raised by a town for school purposes is vested exclusively in the school board. (*Wheeler vs. Town of Alton*, N. H. S. C., July, 1897.)

TRUSTEES' AUTHORITY TO ABANDON A SCHOOL.

1. A township trustee acting in good faith may abandon a school-house old and out of repair, re-district his township, and convey children formerly attending at the old school to other convenient schools, giving due notice to all concerned. He cannot be compelled to employ a teacher for such abandoned school. But if the trustee's action was a mere attempt to evade the act (R. S., 1894, sec. 5,920 a) requiring a petition to the county superintendent and authority from him before removing the site of a school-house, then the trustee could be made to restore the old school. (*State ex rel. Ballard et al. vs. Wilson*, trustee, Ind., S. C., Jan. 6, 1898)

WHO IS A LEGAL VOTER FOR PURPOSES OF FORMING A UNION SCHOOL DISTRICT.

In the formation of a union school district under the provisions of Rev. Stat., c. 122, art. 3, sec. 51, which require petitions by two-thirds of the legal voters residing within the boundary of the proposed district, a man who is a legal voter of the township, election district, and school district in which he resides, and who, at the time the petitions are filed, resides within the boundary of the proposed new district, although he removed there only nine days previously, is a legal voter, to be counted in determining the number of petitioners necessary to give the boards jurisdiction to act. (*People ex rel. Butler vs. Simpson et al.*, Ill., S. C., Nov. 1, 1897.)

A TOWNSHIP AS A HIGH SCHOOL DISTRICT.

After an election resulting in favor of establishing a township high school (R. S., C. 122) the township is a school district, and the township board of education may discharge all the duties of directors of the district in building and maintaining the school. An action involving the validity of the township as such a school district involves a franchise, and no appeal will lie. Such an action must be brought against the members of the township board of education. The burden of proof is upon the trustees to prove the legal organization of

the high school district. A city, created a special school district, and authorized to establish graded schools and build a high school, is not taken out of the provisions of the statute. (Ex cl., *Lord vs. Bruennemer et al.*, Ill., S. C., Nov., 1897.)

MAY A SCHOOL TRUSTEE BE POSTMASTER?—WHAT CONSTITUTES A LUCRATIVE OFFICE.

A township school trustee cannot, at the same time, be a postmaster, if the latter office be "a lucrative office," it being the accepted rule of law that no person may hold two public offices incompatible with each other. An office, paying less than \$90 a year, is not regarded as a lucrative office, such that its acceptance by a school trustee would vacate his trusteeship. (*Bishop vs. State of Indiana*, Ind., S. C., Jan. 6, 1898.)

VALIDITY OF SCHOOL WARRANTS.

Where a school warrant is void on its face, the trustee issuing it is not personally liable to a purchaser of it, who buys on the representation of the trustee that it "is all right"; the trustee knowing that it is void. (*First National Bank of Elkhart vs. Osborn*, Ind., S. C., Dec. 19, 1897.)

LIABILITY OF BONDSMAN FOR MONEY ILLEGALLY BORROWED BY TRUSTEE.

There can be no recovery against the bondsmen of a township trustee for money illegally borrowed by him for the erection of a school-house, on the alleged ground that he had converted the money to his own use, when he did not, in fact, convert such money to his own use, although it appeared that he had made some disposition of it other than in the building of a school-house. (*Helms vs. State of Indiana*, Ind., S. C., Dec. 19, 1897.)

Sun, Moon and Stars in February.

The sun at the end of February is about nine degrees nearer us than at its beginning, a fact rendered apparent by the longer days.

The moon will be at the full on the 6th, followed by last quartering on the 13th. New moon comes in on the 20th, and the last day of the month will be first quartering. The conjunctions begin on the 1st with Neptune, and rounding crescents coming within four and a half degrees of one another. This is followed by a meeting with Jupiter on the 10th, Uranus on the 14th, and Saturn later the same day. On the 18th Mars and the moon come closer together than Luna gets to any of the other planets for the month. The following day Mercury is in conjunction, and on the 20th the record is closed by Venus.

Neptune is an evening star, and comes to our meridian about 8:30 P. M., but he is too far distant for us to distinguish him, large and beautiful though he be. Jupiter is progressing toward the position in which he will be in opposition to the sun, and where he will arrive the latter part of March. Until then he will remain a morning star, but after its occurrence he will again challenge Venus for the supremacy of the evening sky. Uranus is still among the morning stars. The planet is to be found in the group of the Scorpion, close to Saturn, but not near enough to any conspicuous star to aid in distinguishing its exact location. Saturn also comes under the head of the morning stars, and is to be found in the Scorpion group, fairly close to Uranus. We can hardly hope to see much of Venus until April, but she is well worth our waiting, and then we shall have her with us for many weeks. Mars and Mercury are very close together on the 11th and would undoubtedly form a most pleasing sight for the eye, only without artificial aid it is not possible to pick them from the sun's engulfing brightness. Mars has conjunction with the fading crescent just two days before it is succeeded by the growing one, and this is the closest meeting of the kind for the month. Mercury is barely to be seen during the first few days of the month, as he is just drawing to the eastward away from his position of greatest western elongation, and at the time when he is in conjunction with the moon we shall not be able to distinguish him.

While there is a lack of conspicuous planets in the field of view in the evening at this time, the number of the brilliant stars and striking star groups visible removes all pretext for dissatisfaction on this account. An hour or two after sunset on any of the nights near the beginning of February we have Orion in the southeast, with Sirius a little lower in the same quarter. Procyon and Castor and Pollux are in the east, with Capella and Aldebaran nearly overhead. About 9 o'clock Regulus comes in view, and two hours later Spica comes up a bit further south. We have the Bull nearly in the zenith, but to the southward; the Charioteer north of that point, the Great Bear or Dipper in the northeast, and Perseus, Andromeda, and the Lady in Her Chair in the northwest.

Letters.

Not Ready for "Normal" Degrees.

In *The School Journal* of January 29, 1898, you say that the Massachusetts state board of education has asked the legislature for authority to confer degrees upon graduates of the state normal schools who have completed the four years' course in these institutions. The statement is incorrect. A measure before the legislature to confer authority upon the board of education to grant degrees for the completion of a full course of study at the normal schools was opposed by the board and has been adversely reported upon in the legislature. We have placed our normal schools above the high schools, in line with the colleges, with a surprising increase both in interest and in attendance, but we are not yet ready for degrees at these schools.

Frank A. Hill,

Secretary State Board of Education, Boston, Mass.

The Chattanooga Program.

While not a superintendent of schools at the present writing, I take the deepest interest in the meetings of that class which comes off at Chattanooga next month; and I want to thank you for the full program published in *The Journal* last week. I have perused it several times, and each time a sort of misgiving enters my mind that the program does not hit the bull's eye, so to speak. To make myself clear, I will say that only a few of the titles seem to me to be of subjects suitable for superintendents to discuss. Pres. McIver, a noble character, too, plans for Better Supervision, a topic that may rightly receive attention by supervisors. Really, Mr. Editor, do you know, I think there is not much supervision outside of the cities and towns, and the North does the best? There is a great deal of the go-as-you-please kind of teaching; far too much of it; about 10 per cent. of the teaching is probably supervised.

Then, Dr. Mowry, a man of rare common sense, takes up Lighting and Seating of School-Rooms; Ventilation follows. These are suitable for all meetings of teachers and, of course, for superintendents. Vacation schools have some, but no great, value to superintendents. Grading and Promotion should give rise to valuable suggestions. As to the Influence of Music on Character and the Value of the Tragic and Comic in Education, I doubt the propriety of asking men to go to from Portland and St. Paul to Chattanooga to hear what can be said; there are matters more important.

And that remark leads me to my last point, which is to suggest what would be a suitable program for such a meeting. I would bear in mind all the time that they who meet are superintendents. (1) What are the qualifications of a superintendent? Under this head a good deal could be said, and the times will bear to have it declared that he should know the History of Education pretty thoroughly. (2) How should superintendents obtain office? (3) Abolishment of political influence in securing superintendence. Mr. Editor, how many get their offices by straight dealing? Well, well, don't answer it in your columns; your city is a city of seething politics. (4) Qualifications of Teachers. I suppose the department will not want to say that a standard should exist in the state, and that the city would accept that. No, no; each blessed city has its own, and what goes in one doesn't go in another. Why not discuss this year after year? In the program, Pres. Snyder, of Colorado, takes up a very important subject cognate with this—Recognition of State Diplomas. Why has not this been done? I hold New York and New Jersey state diplomas, but if I should go to Colorado they would ask me to tell how much 4 pumpkins would cost, at 6¼ cents each; and many more

would be given me worse than that! (5) Course of Study. Every city has one of its own. (6) Numbering of the Grades. Every man numbers them now to suit himself. Fourth grade is one thing in Philadelphia and quite another in Chicago.

But one of the great questions is, How to measure up the work done in the country schools. It is not done by sending in the number of children taught in the school, and the number of days they attended. Outside of the cities there is an almost total neglect of supervising the work done by the country teachers. This demands the union of the state superintendents into a body, and the marking out of a specific line of work entirely different from that performed by the city superintendents. Really, this meeting should be confined to the city superintendents, in my opinion.

New Jersey.

E. G. Fairfield.

They Have not Seen It Yet.

I have just read, with pleasure and profit, the article in a late *School Journal* entitled "I Saw It First." A careful reading of the article cannot fail to benefit, and *The School Journal* is certainly doing a good work in calling attention to the need of some more satisfactory plan of grading and promoting. However, the article does me injustice, when, in substance, it says I claimed to have discovered the plan before it was found by Kansas City. What I undertook to prove by use of a small part of the testimony I had received from teachers in that city, and by their results published, was that they had never seen or comprehended the plan. Where any plan originated is of little or no importance. It is important to have a better plan. Therefore, I have asked that they who have better plans than the usual plan, state the results obtained, that by their fruits they may be judged. By a comparison of results, we may find the best, and that is what every friend of the schools is looking for. If the question of origin should be

deemed worthy of a discussion, I believe I will be able to prove by a full statement of my plans and its results, not only that "I saw it first," but that our friends have not yet seen it at all.

While reading the excellent article by Mr. Black, I joyfully said to myself, "Here is some one who has actually tried a plan which has two of the ten essential features of my plan. Now I will ask for results of the trial." My hopes were blasted when I found that it was the "Philosophy of School Management," and no more. I was indeed disappointed to read, near the end of the article, that, "The foregoing is not given as a plan for any one to follow, but to emphasize the principle that the organization of the school must be kept mobile to its inner life." It is not easy to work out a plan which is philosophically correct. It is infinitely harder to put such a plan in operation, and prove by results that the plan is practical.

W. J. Shearer, Superintendent of Schools.

Elizabeth, N. J.

I want to thank you for the excellent article by Abbie J. Gannett, on Grecian Art and Architecture. My pupils were so much interested in the pictures that I gave them some account of the wonderful things done in marble by the Greeks. None of this was in the course of study, but I do much besides what is marked out in that.

Rockland.

E. L. P.

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Arithmetics. Appleton's, A. B. C. Bailey's, " " Dobb's Mental, " " Ficklin's, " " Harper's (2), " " Kirk & Sabins' (2), " " Milne's (2), " " Ray's (3), " " Robinson's (7), " " White's (3), " " New Practical, P. T. B. Co. Thomson's (4), M. M. & Co. Venable's (3), U. P. Co. Sanford's (4), " " McHenry & Davidson's, Werner Werner Mental, " " Raub's (2), " " Peck's (2), Lovell Hobbs, " " Wells', L. S. & S. Southworth's, " " Greenleaf's (3), " " Normal Course (2), S. B. & Co. Dunton's, " " Mills' Easy Problems, " " Prince's (8), Ginn & Co. Wentworth's (4), " " Wentworth & Hill (2), " " Hull's (2), E. H. B. & Co. New American (5), " " Brooks' (7), C. Sower Co. Brooks' Union (3), " " Hall's (2), S. F. & Co. New Business, C. M. P. Practical, " " Complete Accountant, " " Business Arith., W. & R. Mental, " " Atwood's (2), D. C. H. & Co. Walsh's (3), " " White's (2), " " Colburn's 1st Lessons, H. M. & Co. Smith Harrington, Macm. Bradbury (6), T. B. & Co. Bradbury sight, " " Cogswell's less. in Num., " " Sheldon Ele., Sheldon Stoddard's, " " New Franklin, (3) Harper Brooks' New Mental, C. S. & Co. Werner's (3), Werner	Charts. Tooke's Reading, W. & R. MacCoun's Hist. (57), S. B. & Co. Reading Charts, " " Normal Music (2), " " Cole's Music, " " Butler's Reading, E. H. Butler Monroe's, " " Reading's Arith., K. R. & Co. Script Reading, F. & P. Excelsior Map, " " Vertical Script Reading, " " Whiting's Music (2), D. C. H. & Co. Duntonian Writing, T. B. & Co. Complete School Chart, F. P. Co. Bell's Kansas Port., W. L. B. & Co. Bell's Com. Sch. Ch., " " Merrill's Vertical Penmanship, " " Mills' Phys., M. M. & Co. Whitcomb's Hist'l A. S. B. & Co.	Chemistry. Appleton's (5), S. B. & Co. Cooley's (3), " " Keiser's Laboratory Work, A. B. C. Steele's—Popular, " " Storer & Lindsay's, EL. Bennett's Inorganic (2), S. B. Co. Steele's, " " Simons', " " Greene's, J. B. L. Co. Wurtz's Elements, Ginn & Co. Williams' (2), Allyn & Bacon Remsen's Organic, D. C. H. & Co. Shepard's Inorganic, " " Richardson's—Prin. of, Macm. Hopkins'—Physics, L. G. & Co. Cooke's (2), Appleton Roscoe & Schorlemmer (5), " " Knisen's (3), H. H. & Co. Roscoe & Lunt Inor., Macm. Avery's complete, Sheldon Houston's (2), E. & Bro.	Geometry & Trigonometry. Davies' Geom. & Trig. (3), A. B. C. Hornbrook's Geom., " " White's Geom. (2), " " Hackley's Trig., A. S. B. & Co. Wentworth's Geom. & Trig., L. S. & S. Trig. (4), " " Nichol's Geom., " " Bartoli's, " " Chauvenet's Geom., J. B. L. Co. Chauvenet's Trig., " " Potter's Geom., J. E. P. & Co. Hill's Geom. (3), Ginn & Co. Wentworth's Geom. (2), " " Wentworth's Geom. & Trig., " " Wentworth's Trig. (5), " " Brooks' Geom., C. Sower Co. Trig., " " Geom. & Trig., " " Bowser's, A. S. B. & Co. Hopkins' Geom., " " Hunt's, " " Edwards', Macm. Trig., " " Smith's, " " Hall & Knight Trig., " " Lock's Trig. (2), " " Bradbury's Geom. (2), " " Pettie's Plane Geom., S. B. & Co. Noetting's Geom., S. B. & Co. Newcomb's Geom., H. H. & Co. Kugwin's, " " Welsh's Geom., Griggs Crawley's Trig., J. B. L. Co. Welsh's Trig., S. B. & Co. Buckingham's Calculus, " " Olney's Geom., Sheldon Trig., " " Geom. & Calculus, " " Venable's, U. P. Co. Loomis Geom. & Trig., Harper Phillips-Loomis Loga- rithms of Number, " " Phillips-Loomis Ele. of Geom., " " Phillips-Loomis Plane Geom., " " Geographies. Appleton's (2), A. B. C. Barnes', " " Eclectic (2), " " Harper's (3), " " Long's, " " Swinton's (3), " " Maury's (3), U. P. Co. Tilden's (2), L. S. & S. Potter's (4), J. E. P. & Co. Frye's (2), Ginn & Co. Butler's (4), E. H. B. & Co. Warren's (5), " " Mitchell's (4), E. H. B. & Co. Sullivan's Ques., F. P. Houston's Physical, E. & Bro. Tarr's Physical, Macm. Longman's, L. G. & Co. Brandt's Reader, Allyn & Bacon Tarbell's (3), Werner New Century Development Maps, Morse Co.	German. Dreyspring's (4), A. B. C. Eclectic (6), " " Keller's, " " Vandermissen's, " " Worman's (4), " " Maynard's Ger. Texts (18), " " German in 3 mos., M. M. & Co. Gems of Literature, Morse Co. Schmitz's German, J. B. L. Co. Ginn's German (12), Ginn & Co. Brandt's Reader, Allyn & Bacon Harris (2), D. C. H. & Co. Joynes-Melssner Gram., " " Joynes Reader, " " Fasnacht's Prog. (4), Macm. Fasnacht's Comp. (3), " " Beresford-Webb-Modern (10), L. G. & Co.
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Building Notes.

CALIFORNIA.

San Diego.—The board of trustees of the normal school has ordered plans for a building to cost \$100,000.

CANADA.

Charlottetown (P. E. I.), will receive bids for the construction of the proposed Prince of Wales college and normal school buildings. Write commissioner of public works.

Maisonnette (Que.), will erect a new school building for the Christian Brothers; cost \$50,000. Write Rev. J. A. Bilanger, pastor.

Ottawa (Ont.)—The east wing of Ottawa University (R. C.) was destroyed by fire. Loss \$70,000, covered by insurance.

Stratford (Ont.) will erect a new Fergus high school; cost \$10,000. Harry J. Powell, architect.

CONNECTICUT.

Hartford.—Arch. M. H. Hapgood is preparing plans for addition to the Northwest school.

New Britain will erect two school-houses.

DISTRICT OF COLUMBIA.

Washington.—Sealed proposals will be received until 12 M., Jan. 3, for constructing an eight-room school building on Sixth street, between B and C streets, N. E. Write John W. Ross, district commissioner.

ILLINOIS.

Chicago will erect a new school-house. Write Arch. Norman S. Patton, Schiller building.—Will build addition to Englewood high school. Write Normand S. Patton. Sealed proposals will be received by the board of education for the following: Addition to Bryant school located on West 41st street, also addition to Longwood branch of the Alice L. Barnard school located at 95th street and Prospect avenue.

Pears'

We perspire a pint a day without knowing it; ought to. If not, there's trouble ahead. The obstructed skin becomes sallow or breaks out in pimples. The trouble goes deeper, but this is trouble enough.

If you use Pears' Soap, no matter how often, the skin is clean and soft and open and clear.

All sorts of stores sell it, especially druggists; all sorts of people use it.



IVORY SOAP

The wind and dust cause painful chapping of the skin. Those who are so affected should use only a pure soap.

99 ¹/₁₀₀ per cent PURE

THE PROCTER & GAMBLE CO., CHICAGO.

Peoria.—Sealed proposals will be received at the office of the city superintendent of schools up to 12 noon, Jan. 20, for erection and completion of a 12-room school building for the Webster district. Also for the erection and completion of an eight-room school for the Irving district. Cost \$1,000 and \$500. Write Geo. F. Emerson, chairman.

INDIANA.

Fort Wayne will erect a new school. M. J. Stock & Co., architects.

Peru will erect school-house; cost \$15,000. Address C. R. Weatherhogg, Berry and Clinton streets, Ft. Wayne, architect.

Yeddo.—The school-house here burned; the building cost \$4,500.

IOWA.

Marshalltown will a new R. C. school-house. Address The Rev. M. C. Lenihan, pastor.

Mondamin will build school-house; cost \$5,000. Address F. M. Ellis & Co., architects, Omaha, Neb.

KENTUCKY.

Berea will erect a new college building; cost \$6,000. Address W. S. Robinson, architect, 540 Main street, Cincinnati Ohio.

Louisville will convert ward school building into high school. Alterations to cost \$25,000. Write board of education.

MARYLAND.

Baltimore.—Bids will be received until Jan. 5, for installing ventilating fans in English-German school No. 1. Write Benjamin B. Owens.

MASSACHUSETTS.

Chicopee.—A new building for a union grammar school is contemplated. Write board of education.

Malden will build school-house; cost \$40,000. The committee in the third ward awarded the four prizes offered for plans as follows: First prize, \$200 to Whitman Hood; second, \$100, to Tristram Griffin; third, \$50, to G. W. Lewes.

Westfield.—Arch. A. W. Holton has prepared plans for an 8-room school building. Write D. L. Gillett, building commissioner.

MICHIGAN.

Detroit.—Archs. Malcomson and Higginbotham, 53 Moffat building, have prepared plans for 12-room school-house for the board of education, L. H. Chamberlin, secretary, 50 Miami avenue. Cost \$35,000. Write Malcomson and Higginbotham, architects.

Ecorse will erect a new school-house; cost \$5,500. Write A. C. Varey & Co., architects.

Sanelac Center will erect a new school. I. Erb, architect.

MINNESOTA.

Dodge Center will erect a new school-house. Archs., Orff & Guilbert.

Eaglelake will build an addition to its school.

Hutchinson.—The old school building was totally destroyed by fire. Loss \$6,000; insurance \$4,500. Write school board.

Lydia will erect a new school-house. Write Wm. Deegan, clerk school district. Pipestone will erect new Indian school; cost \$10,000. Write Indian office, Washington, D. C.

Sharon will erect school-house. Address P. A. C. Williams, clerk, school district, No. 77.

MONTANA.

Missoula.—Sealed bids will be received for the construction of two buildings complete, science hall and university hall, for Montana State university. Address A. J. Gibson, architect.

NEW HAMPSHIRE.

Hanover.—Archs. Lamb & Rich, 35 Nassau street, New York, N. Y., have finished

Well Children

that are not very robust need a warming, building and fat-forming food—something to be used for two or three months in the fall—that they may not suffer from cold.

SCOTT'S EMULSION

of Cod-Liver Oil with Hypophosphites of Lime and Soda supplies exactly what they want. They will thrive, grow strong and be well all winter on this splendid food tonic. Nearly all of them become very fond of it. For adults who are not very strong, a course of treatment with the Emulsion for a couple of months in the fall will put them through the winter in first-class condition. Ask your doctor about this.



Be sure you get SCOTT'S Emulsion. See that the man and fish are on the wrapper.

All druggists; 50c. and \$1.00.

SCOTT & BOWNE, Chemists, New York.

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Oman's, L. G. & Co.	" Sallust, "	Compton's 1st Lessons in, A. B. C.	Moral Phil. and Ethics, "	Monroe's, "
Robinson's, Macm.	Bennett's Gram., Allyn & Bacon	Wood Working, A. B. C.	Janet's El. of Morals, A. B. C.	Green's English, Harper
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Language Lessons & Gram., " "	Jones' 1st Les., " "	Behrens' Microscope in Bot., " "	Appleton's (6), A. B. C.	Bert's First Steps, W. & R.
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Lockwood's Les. in Eng., Ginn & Co.	Rolle's Nepos, Allyn & Bacon	Handbook of Invertebrate Zoology, B. W.	Harper's (6), " "	Gilbert's, L. S. & S.
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Buehler's Practical Exercises in English, Harper	Hedges', A. & Son	Roark's Phy. in Education, " "	Buckalew's, Lovell	Lippincott's, U. P. Co.
Balmon's Grammar, L. G. & Co.	Jameson's, J. B. L. Co.	Brown's (4), Harper	Cleveland's (3), L. S. & S.	Westlake's, E. & Bro.
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		Blaisdel's (4), Ginn & Co.		

plans for and will soon take estimates on the physical laboratory which the Dartmouth college will erect at Hanover. Cost \$50,000.

Pembroke will erect a new academy building this spring. Address Arch. Wm. M. Butterfield, Manchester.

NEW JERSEY.

Chatham will build four school houses to cost about \$100,000. Write Archs. Pool & Lum.

Cranford—The committee on plans and specifications of the board of education of Cranford twp. will receive sealed bids up to 8 P. M. Jan. 12, for erection of 2 brick school-houses. Write Ackerman & Ross, Archs., 156 5th ave., New York, N. Y.—will erect a new school-house; cost \$20,000. Write J. W. Ferguson, chairman of building committee, 34 Pine St., New York, N. Y.

Jersey City.—A school gymnasium and theater will be erected at Bramhall avenue and Clerk Sts. Cost \$250,000. Write Archs. Jeremiah O'Rourke & Son, Newark.

Union Township—Will build school-house on Ridge Road. Write Arch. Herman Fritz, of Passaic, N. J. Cost \$5,000. West Orange—An election will be held Jan. 12 to vote on the question of issuing \$50,000 of bonds for new high school.

NEW YORK.

Buffalo will erect school building in district No. 16. Write Arch. Frederick Mohr, E. Utica street.

Elmira will erect a new school-house and entertainment hall for Rev. M. J. Q. Droile. Write Arch. J. H. Considine, Mechanics building.

New York.—Sealed proposals will be received by the board of education, until 3:30 P. M. Jan. 4, for erecting new public school No. 44, at southeast corner of Hubert and Collister streets. Lowest bid \$285,000 for erection of public school on 111th and 112th streets, near Lenox avenue. Write T. Mahoney & Sons, 156 Fifth avenue. Will erect a new building for school No. 170. Write Ed. H.

Peaslee, chairman committee on buildings of the board of education. Will erect school-house corner of Monroe and Market streets, cost \$220,000. Address C. B. J. Snyder, architect. Will erect a new school-house, cost \$3,500. Bids will be received until Dec. 27, for heating and ventilating apparatus for public school No. 102. Write Edward H. Peaslee. Will erect a new school, cost \$80,000 Archs. Friedlander & Dillon.

Rome.—Arch. Archimedes Russell, Syracuse, N. Y., has prepared plans for an academy for the sisters of St. Peter's Academy, Rome; cost \$35,000.

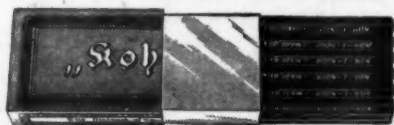
Syracuse.—Plans are being made by Prof. Edwin H. E. Gaggin, of the School of Architecture, for a Hall of Science. Bids will be received until Dec. 27, for heating system, for new school buildings in the Third, Fourth, and Fifth wards. Write P. D. Cooney, clerk. A new building for the instruction of physical science will be erected on the campus of Syracuse university; cost \$60,000. Address Prof. Edwin, Arch.

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Tonawanda.—An election will be held Jan. 8, to vote on necessary \$12,000 required to complete the Clinton street high school. Write school board.

Woodside (L. I.) will build brick addition to school-house; cost \$35,000. Write John W. Moore, 307 Kingsland avenue, Brooklyn.

OHIO.

Columbus will erect a school building, cost \$60,000. Write Arch. David Riebel, Schlee & Kemmler building.

Painesville will build school-house, cost \$40,000. Write school board.

OKLAHOMA.

Edmond.—Bids will be received up to Jan. 3 for building the normal school at Alva, Oklahoma Territory. Write John L. Mitch.

PENNSYLVANIA.

Bradford.—Plans are being prepared for a new school building for this borough. Write school board.

Birchrunville will build addition to school building. Address public school trustees. Chester will erect a new school building. Write board of education.

Easton.—Pardee Hall, the four-story stone structure at La Fayette college, was badly damaged by fire. Write J. Madison Porter.

Landsdale will erect a new school-house, cost \$20,000. Write school board.

Philadelphia will erect a new college building for the University of Pennsylvania, to be used by the law department; cost \$350,000. Write Archs. Cope & Steward son, 320 Walnut street. Will erect a new school-house in the Fourteenth ward; cost \$70,000. Write Arch. Joseph D. Austin, 713 Filbert street.—The board of education will receive estimates on the fixtures and school furnishings for the new building being erected at Cambria and Howard streets. Write Geo. W. Stewart, con.

Scranton.—Sealed proposals will be received for the heating and ventilation and sanitary system for a 12-room public school. Address Eugene D. Fellows, secretary board of control.

West Pittston will erect a new school building. Address Arch. S. R. Hoover, Wilkesbarre.

Wilkesbarre will build a new school. Arch. F. L. Olds.

RHODE ISLAND.

Providence will erect primary school building, cor Preston and Ives streets, cost \$20,000. Write school board.

SOUTH DAKOTA.

Flandreau.—Bids will be received by J. D. McBride, clerk school district No. 66, until Jan. 11.

TENNESSEE.

Memphis will erect a new high school building. Write board of education.

TEXAS.

Houston.—Archts. Rue & Dunbar have made plans for a school-house. Cost \$35,000. Write school board.

WISCONSIN.

Wausau.—The board of supervisors passed a resolution appropriating \$3,000 annually to maintain a normal school in this city. Write school board.

WYOMING.

Tomah will erect school-house. Cost \$10,000. Write Indian office, Washington, D. C.

FLORIDA.

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According to the Standard of the Insurance Department of the State of New York

INCOME

Received for Premiums	\$42,693,261 00
From all other Sources	11,460,406 24
	\$54,153,667 24

DISBURSEMENTS

To Policy-holders for Claims by Death	\$13,270,630 66
To Policy-holders for Endowments, Dividends, etc.	12,712,424 76
For all other accounts	10,182,005 67
	\$36,165,061 09

ASSETS

United States Bonds and other Securities	\$132,017,341 46
First Lien Loans on Bond and Mortgage	69,423,937 31
Loans on Stocks and Bonds	12,880,308 00
Real Estate	21,618,464 88
Cash in Banks and Trust Companies	11,705,195 83
Accrued Interest, Net Deferred Premiums, etc.	6,141,200 20
	\$253,786,437 66
Reserve for Policies and other Liabilities	218,278,243 07
Surplus	\$35,508,194 59
Insurance and Annuities in force	\$986,634,496 68

I have carefully examined the foregoing Statement and find the same to be correct; liabilities calculated by the Insurance Department.

CHARLES A. PRELLER Auditor

From the Surplus a dividend will be apportioned as usual

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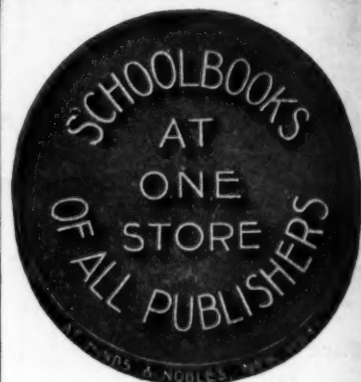
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